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ABSTRACT

A project was conducted in Texas using an intergenerational approach to literacy instruction. Parents received individualized literacy instruction using the Language Experience Approach, as well as instruction designed to help them encourage literacy skill development in their children. Children and parents also worked together on literacy activities with parents as teachers. This handbook describes steps taken to develop, implement, and evaluate this project, along with anecdotal comments about the project in action. Topics covered include literacy education action, intergenerational literacy model project design, student recruitment, project implementation, limited English proficiency speakers, and results. Extensive appendixes contain the project documents, including reviews of literature; core curriculum for preschoolers, toddlers, and infants; evaluation narrative; case study summary sample; sample graphic information of evaluation observations; sample evaluation forms; teaching tips; news for parents; books organized according to themes; resources for teachers of young children; and definitions. (KC)

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INTERGENERATIONAL LITERACY MODEL PROJECT HANDBOOK

Project funded by Texas Education Agency,
Adult and Community Education Program

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LITERACY EDUCATION ACTION

The Literacy Education Action (LEA) program was established in the fall of 1985, under the initiative of the President of El Paso Community College, Dr. Robert Shepack. At the time, Sandra Tate, a member of the English faculty, was released from full-time teaching responsibilities to coordinate the progam. Reporting to the Vice-President of Instruction, Ms. Tate worked with faculty members from the reading, sociology and ESL disciplines to implement the plan of action for the program. LEA is now institutionalized, with a full-time director, Dr. Carol Clymer, who reports to the Dean of College and Community Educational Development.

During 1985 and 1986, LEA concentrated on developing its own literacy tutoring program, including recruiting and training volunteer tutors and recruiting community members with reading skills below the sixth grade. Using a language experience teaching approach, assistance is provided for English speakers, Spanish speakers, and bilingual individuals. Since its inception, the volunteer tutoring program has trained over 450 volunteer tutors and tutored more than 400 community members. Currently, LEA arranges tutor/student matches in over 22 sites throughout the County. Sites include all three campuses of El Paso Community College, five YWCA's, four YMCA's, ten libraries and various churches.

In the fall of 1986, LEA opened the Literacy Center at the Rio Grande Campus of El Paso Community College (downtown). The Center is the hub of all LEA activities. In addition to volunteer tutoring, a variety of other services were added to the program offerings. Drop-in tutoring, computer assisted instruction instruction and small group instruction became available from 8 a.m. to 8 p.m. Monday through Thursday, 8 a.m. to 5 p.m. on Friday and 8 a.m. until noon on Saturday. The number of students served through the Literacy Center's drop-in program is 328.

During 1986 and 1987, Sandra Tate focused a great deal of time and energy writing grants to expand the services of LEA. Her efforts came to fruition and LEA received funding from several different sources. A Levi Strauss foundation grant was awarded for seed money for LEA programs.

These funds enabled the purchase of an Apple II computer for computer assisted instruction and the support of one full-time and one part-time tutor coordinator. With these funds, LEA was able to expand its tutoring programs and other services.

Throughout 1986 and 1987, LEA provided leadership in developing a network of community literacy groups and providing support to other groups in literacy activities. The College obtained a grant from the Urban Literacy Network to fund the El Paso Literacy Coalition, and we assisted the El Paso Public Libraries to receive funding through the Texas State Libraries and Archives Commission in order to offer ESL literacy classes, family literacy classes and computerized assisted instruction at the libraries. A total of 12 ESL and 9 family literacy classes have been offered at 4 libraries with over 450 participants.

Funds were also awarded by the local Private Industry Council to provide tutorial services to eligible students. Another grant has been written with this agency to expand computerized assisted instruction in LEA.

An important goal of LEA is to support a literacy network in our community. A clearinghouse directory was published that lists all literacy related classes in El Paso. Further, a computerized referral program was developed in order to provide appropriate information to students regarding other services and programs in the County. Finally, the College works closely with the local media on literacy awareness activities, including cooperation with the El Paso Herald-Post in its Year of the Printed Word program and the local PBS and ABC stations in Project Plus.

Plans to continue the development of networking activities include working directly with the Paso Del Norte Literacy Council to make Laubach Literacy International a program of LEA. Additionally, LEA has applied for a grant from the Texas Higher Education Coordinating Board to develop a resource manual of national and literacy activities, trends and programs.

Funds for family literacy activities were awarded directly to LEA from the Texas Education Agency in 1986 and again in 1987. The purpose of this project is to provide literacy instruction for parents of preschool and primary school children in a setting where the parents are taught to help their children

and at the same time develop their own literacy skills. This project features a five step curriculum that includes literacy skills development as well development in appropriate role modeling behavior. In addition to implementing this project at the Literacy Center, three public libraries and the Ysleta Independent School District Pre-kindergarten Center, the model for the program has been disseminated throughout the State of Texas. A state conference on the project was held in El Paso in November of 1987, and project staff have made numerous technical visits in Texas and presentations at national conferences to help practitioners implement the model. A comprehensive handbook and instructional videotape have been developed and distributed to 131 individuals throughout the state and nation. The wide dissemination of the model and broad interest in its implementation resulted in a national publication, Vista, highlighting the program in a February 1988 issue. Plans to continue this program have been pursued through a Department of Education Bilingual Family Literacy grant. With this grant, we hope to implement the project in five local school districts.

In October 1987, The Texas Higher Education Coordinating Board funded Tele-LEA. This program involves live interactive televised instruction using the Instructional Television Fixed Services System for ESL and non-ESL instruction. Two pre-vocational literacy courses were developed and implemented at eight different sites in El Paso. Sites include two community housing projects, public schools, a Levi Strauss plant, a community center, a church and the Literacy Center. A total of 360 students enrolled for 16 weeks of classes. This program will be continued in the fall with Carl Perkins funding and hopefully expanded to all Levi Strauss plants through a Department of Education Workplace Literacy grant.

The first half of 1988 has involved the expansion of services and an increase in student participation in the volunteer tutoring program. Monthly enrichment sessions have been added to our training program which cover a variety of topics from learning disabilities to those in the National Issues Forum. Participation in the Forum has gained LEA special national

recognition. This program, administered by the Domestic Policy Association of the Kettering Foundation, consists of community discussions held in the manner of old "Town Meetings", where participants throughout the country read issue books covering three topics of national interest during the year. The books provide background information for Forum issues and opinions are compiled and delivered to policymakers in Washington D.C. LEA is one of the few Forum sponsors to include literacy students in the discussions groups. The Kettering Foundation is so interested in the positive results of literacy students' involvement that they are working with us to develop a special issue book on the subject of literacy. Plans to distribute the book statewide and possibly nationally are forthcoming.

Expansion of our drop-in program has taken place this year as well. Our weekly average of tutoring 54 students has increased steadily since the amnesty program was initiated. We are now serving up to 12 students per tutor at one time. These students often come daily to learn to read, write, and speak English to meet the eligibility requirements of this program. Additionally, we are working on expanding our drop-in program to all EPCC campuses and three other sites in the County: San Elizario, Canutillo and at the Paso Del Norte Literacy Council.

Tele-LEA continues through June 16 of 1988. Although funds will be exhausted June 30, 1988, for this model project, LEA will continued a modified version of the program during the summer using recorded tapes of the live instruction. We will work on improving the curriculum and materials so that we can begin a new program in the fall that will be funded with Carl Perkins monies. This program will involve the same model developed in TeleLEA, but will expand the instruction to four levels for pre-vocational students.

To assist single parents and homemakers obtain employment, we are working with the College's Adult Vocational Training Center (AVTC). This program involves the development of four separate courses for ESL and non-ESL students with low literacy levels who are trying to prepare for the open entry/open exit vocational courses offered by the AVTC. The courses will be developed according to the vocational content required and will address certain

affective learning issues of single parent and homemakers needing literacy instruction.

Another grant that we have applied for from the Texas Higher Education Coordinating Board involves the development of an instructional model for teaching literacy to vocational students. This project will test the curriculum that is utililzed in our Intergenerational Literacy Project where children and adults learn together. We will develop literacy courses using this curriculum for adults only.

Finally, in the fall we will begin a program CAREER. This program, funded by the Department of Education Post Secondary Education Programs for Handicapped Persons, will provide short term job training in at least seven occupational areas for the learning disabled adult.

From its inception in 1985, in less than 3 years, LEA has become an established and strong program not only within the College and El Paso communities, but has also provided leadership in the state and national literacy movement. A sincere and solid institutional commitment provided the support and impetus to attain these achievements. This commitment is rare but vital to the eradication of illiteracy. We know we have a long way to go, but we have a strong vehicle to get there.

EL PASO COMMUNITY COLLEGE
INTERGENERATIONAL LITERACY MODEL PROJECT
Introduction

In September, 1986, an Intergenerational Literacy Model Project was funded by Texas Education Agency and implemented at El Paso Community College. The project was designed for the following purposes:

1. To provide literacy instruction for parents of preschool and primary school aged children in a setting where the parents are taught to help their children while at the same time they are assisted in improving their own literacy skills.

2. To provide suggestions of consistent, on-going activities for parents to do with their children at home to help develop, on a family-level, literacy behaviors which lead to successful literacy development.

3. To encourage the parents of young children to seek literacy instruction on an individual basis at least once a week.

Intergenerational Literacy Model Project Design

DESCRIPTION: The project is designed to use an intergenerational approach to literacy instruction. Parents receive individualized literacy instruction using the Language Experience Approach, as well as instruction designed to help them encourage literacy skills development in their children. Children and parents also work together on literacy activities with parents as teachers.

OBJECTIVES: The specific objectives of the project are:

1. To develop a model and accompanying implementation strategies for involving parents and the community in attacking illiteracy.
2. To implement the model in a demonstration site in a local community.
3. To evaluate the model as it is implemented.
4. To develop a handbook that delineates the model components and implementation strategies.

GENERAL DESIGN: According to this design, the parents and children attend classes which are small groups of ten to twelve participants. Yet, because the instruction is based upon the Language Experience Approach to teaching reading and writing, after an introductory activity, each class is naturally divided up into parent-child teams. Consequently, each parent-child team receives small group and individualized instruction at appropriate ability levels.

The following descriptions are representative of the parent-child teams:

1. The parent-child teams included a combination of Spanish-dominant and English-dominant parents of preschool children ages ranging from a few months to 6 years of age.
2. The parent-child teams had differing numbers of children attend at each session (1-3 children per team).
3. There are sessions of parent-child teams that include school-age children, ages ranging from 7 to 13 years of age.

4. Parent-child teams range from one parent-child team to as many as five parent-child teams during each session. (It is recommended that no more than 5 parent-child teams attend per session).

The Intergenerational Literacy Model Project CURRICULUM goals are:

1. To increase literacy skills of adults in the parent-child groups and facilitate change in literacy behaviors.
2. To provide individualized learning for the adults according to their interests and ability levels.
3. To constantly provide the parent with skills and information regarding literacy to help the parent maintain the parent role.
4. To provide activities which enhance the parent-child relationship.
5. To directly and indirectly serve to build the self-esteem of both parent and child.

EVALUATION: The evaluation design includes elements of both impact and process evaluation methods. The degree of increase in literacy levels attained by participants will be measured. In addition, a process evaluation--using ethnographic methodology techniques--will analyze project operational variables as well as changes in overall literacy behaviors of both parents and children.

The Participants

THE PARENTS

Parent 1: *I want to read. I want to help my kids so they don't have to go through what I did. It's a hard world out there, and if you can't read, it's awful.*

Parent 2: *Are you sure this will help my daughter? If you're sure, we'll do it. I don't know, really, if anything will help me.*

Parent 3: *This not-reading is handed down. My mother couldn't read, and her mother couldn't read and well . . . it's going to stop with me.*

These parents' comments reveal the feelings and the situations of many participants in the Intergenerational Literacy Model Project. All the parents have identified their main motivation for wanting to improve their reading skills as the desire to help their children. They are conscientious and caring adults who lack basic survival skills, but now want to catch-up with and surpass their children in literacy skills. They want to help their children with the tough challenges that come later in school and later in life.

THE CHILDREN

Child 1: *I like to draw. I tell my baby sister stories about my pictures.*

Child 2: *I do puzzles good.*

Child 3: *My Mom doesn't have to read that. I'll do it for you, Mom.*

Child 4: *I like to talk.*

The children, ranging from 2 to 11 years of age, from English-speaking families and from Spanish-speaking families, have given us all the hope to keep trying. Almost instinctively, certainly intuitively, the children thrive on what the experts call the "roots of literacy." The children love to communicate with gestures, by talking, by singing, by drawing, and by playing. They are active learners, and they enjoy "working" with their parents. Some even try to protect and compensate for the lack of skills on their parents' part.

THE INSTRUCTORS

Instructor 1: *I need to get her to understand that she doesn't have to drill the alphabet into her son . . . she needs to know that the oral language she uses with him, the conversations, the interest in his interests -- that's what leads to good reading.*

Instructor 2: *It's so-o-o hard. I've never done anything so hard because I never know what's going to work. But I've never had the freedom to do exactly what I believe is appropriate for my learners, and I've never had learners so motivated.*

The model instructors come from different teaching backgrounds, and somewhat differing philosophies regarding literacy development. Yet, both have years of valuable teaching experience and flexibility of methodology. They have used the skeleton curriculum as a guide and gone on from there. They have adapted instructional activities to their own teaching styles, and most importantly, to the interests and needs of the learners.

THE VOLUNTEERS

Volunteer Participant 1: *The environmental print trip was very interesting. Some things I had never noticed. Today I had the opportunity to really see them.*

Volunteer Participant 2: *The children liked the experience; they were happy walking and learning the signs and the names of the streets.*

Volunteer Participant 3: *I think this program is very important not only for children, but for parents too.*

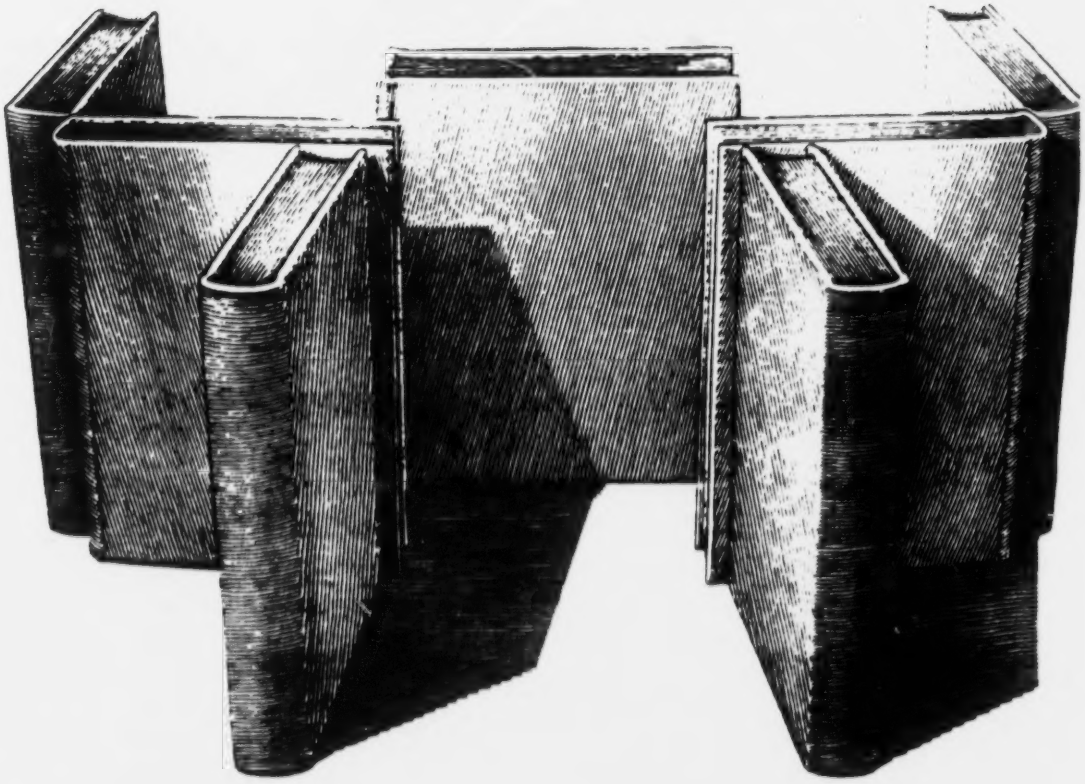
Volunteer Participant 4: *This program is necessary for the students of child development because we get good practice working with parents and children.*

The volunteers helping with the project were from both the community at large and the community college student population. They helped in many areas of the project development, including:

1. Participating in the class sessions in a teaching assistant capacity.
2. Making materials to be used in the class lessons.
3. Assisting in the ethnographic evaluation process by completing various types of observation forms.

Comments were often made by these volunteers that indicated appreciation for the opportunity to work in a field setting with parents and children together.

Recruitment



RECRUITMENT
Recruitment Strategies

Recruitment for the Intergenerational Literacy Model Project depends upon many sources of communication and upon the efforts of many people in the community. In the pilot project in El Paso, Texas, recruitment was begun approximately two months prior to project implementation. Announcements about the project were made on local television programs and local radio programs. Articles about the project were published in the local newspaper. Community groups involved in literacy tutoring were contacted and informed about the project as were other social service groups with target populations. Letters were sent to adults currently receiving tutoring by the El Paso Community College Literacy Education Action program to explain the project and solicit participation. All of these recruitment efforts produced limited results.

The recruitment method which produced the most favorable results was word-of-mouth. Once the classes began, friends began to tell friends and the calls and inquiries came in. The project staff speculated that perhaps the trust necessary for this population of learners to participate could only be transferred in this manner.

RECRUITMENT SUGGESTIONS

1. Compile a mailing list of organizations currently involved in literacy tutoring and adult basic education and send announcement letters to the programs.
2. Follow-up these announcements with telephone calls to the contact persons to clarify any questions.
3. Contact the local news media in order to receive publicity. Provide news releases, interviews and on-site visits when appropriate.
4. Design and disseminate leaflets aimed at catching the attention of limited-skilled parents.

5. Contact social service agencies, church groups, PTA groups, Headstart, volunteer organizations and any other community groups which might have access to information regarding possible participants. Be prepared to attend meetings of these groups in order to explain the project and demonstrate some of the teaching strategies.
6. Another source for recruitment is the local pre-kindergarten program in the public schools. These programs may have adult basic education programs which parents may already be attending.

SAMPLE

EL PASO COMMUNITY COLLEGE

15 YEARS 1971-1986
"EL PASO'S LEARNING EXPERIENCE"

September 22, 1986

Ms. Connie Quiroz
Paso del Norte Literacy Council
Asbury Methodist Church
3500 Pershing
El Paso, TX 79903

Dear Ms. Quiroz:

The El Paso Community College Literacy Education Action program has received a grant from the Texas Education Agency to implement a model parent-child approach to literacy and to develop a handbook for the state about this approach. During the months of September and October we will be recruiting parents, both English and Spanish speakers with low literacy levels, of pre-primary and primary children to participate along with their children in learning groups. Parents will be instructed in basic reading and reading-readiness techniques to use with their children as a supplement to tutoring the parents are receiving. Participation in these groups will be open to parents being tutored in any community program.

The parent/child groups will meet on a once week basis for six months. The size of the groups will be small--five parents with their children--in order to maximize individual instruction and minimize anxiety on the part of the parents. The groups will be instructed by a child development instructor and an educational assistant instructor from the EPCC faculty.

We plan to start our instruction as soon as possible so if you know parents who might be interested or want more information, please call Betsy Quintero at 594-2484.

Sincerely,

Betsy Quintero

P.O. Box 20500 • El Paso, Texas 79998 • (915) 594-2000
An Equal Opportunity/Affirmative Action Employer

SAMPLE

EL PASO COMMUNITY COLLEGE

15 YEARS 1971-1986
"EL PASO'S LEARNING EXPERIENCE"

October 29, 1986

Dear Student:

I am writing you about a new literacy project at the Literacy Center located at the Rio Grande Campus. Beginning in November, we will start a program to help parents help their children with reading. Parents will come with their children and meet in small groups once a week. At this time, the parents will receive advice and learn how to help their children.

If you are currently being tutored or if you are waiting for the LEA Program to place you with a tutor, you can participate.

For more information please call Betsy Quintero at 534-4162 at the Literacy Center.

Sincerely,

Betsy Quintero

Estimado Estudiante:

Estoy escribiendo esta carta para informarle sobre el nuevo proyecto que se llevara a cabo en el Centro de Alfabetizacion en el Colegio Rio Grande. A partir de Noviembre se iniciara un programa para ayudar a los padres de familia que tengan ninos pre-escolares. Los padres de familia asistiran con sus ninos, en grupos pequenos, una vez por semana. Los padres de familia aprenderan como ayudar a sus ninos en sus lecturas.

Si usted esta recibiendo ayuda o si esta esperando a que el programa LEA le asigne una persona para que le ayude, usted puede participar en este programa.

Para mas informacion, por favor llame a Betsy Quintero al telefono 534-4162 en el Centro de Alfabetizacion.

SAMPLE

EL PASO COMMUNITY COLLEGE

15 YEARS 1971-1986
"EL PASO'S LEARNING EXPERIENCE"

February 5, 1987

Dear Parents:

The El Paso Community College Literacy Program invites you to participate in a special project for parents and children. Small groups of parents with their preschool aged children meet once a week with an instructor. The instructor shows parents how to help their children with reading.

We have groups meeting at both the Valle Verde Campus and at the Literacy Center at the Rio Grande Campus. There is no charge for the instruction. The only requirement for a parent to be eligible is that the parent must be attending an adult education class or be willing to be tutored in literacy.

For more information please call Betsy Quintero at 534-4162 at the Literacy Center.

Sincerely,

Betsy Quintero

Estimados Padres de Familia:

El Programa de Alfabetizacion del Colegio de la Comunidad de El Paso, tiene el placer de invitarlos a participar en un projecto especial para padres de familia junto con sus hijos que estan en Pre-Primaria o Primaria. El projecto consiste en que se reunan con los maestros del colegio una vez por semana para ayudar a los ninos en su lectura.

Las reuniones se llevaran a cabo en las instalaciones localizadas en Valle Verde y en el Centro de Alfabetizacion en Rio Grande. La instruccion es gratuita, el unico requisito para los padres es que deben estar asistiendo a las clases de educacion para adultos o estar dispuesto a recibir clases de alfabetizacion.

Para mayor informacion comunicarse con la Dra. Betsy Quintero al telefono 534-4162.

SAMPLE

EL PASO COMMUNITY COLLEGE

15 YEARS 1971-1986
"EL PASO'S LEARNING EXPERIENCE"

March 11, 1987

Dear Parents:

The El Paso Community College Literacy Program invites you to participate in a special project for parents and children. Small groups of parents with their preschool or primary school aged children meet once a week with an instructor. The instructor shows parents how to help their children with reading.

We have groups meeting at both the Valle Verde Campus and at the Literacy Center at the Rio Grande Campus. There is no charge for the instruction. The only requirement for a parent to be eligible is that the parent must be attending an adult education class or be willing to be tutored in literacy.

For more information please call Betsy Quintero at 534-4162 at the Literacy Center or Sylvia Sotelo or Marcia Barraza at 544-xx06.

Sincerely,

Betsy Quintero

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Para mayor informacion communicarse con la Dra. Betsy Quintero al telefono 534-4162, Sylvia Sotelo o Marcia Barraza al 544-xx06.

SAMPLE FLYER

PARENTS!

Improve your reading
skills while helping your
children . . . .

Participate in our
parent-child literacy groups

small groups fun activities
once a week home suggestions
prereading and reading

For more information contact the Literacy Center 534-4159

SAMPLE FLYER

PADRES DE FAMILIA!

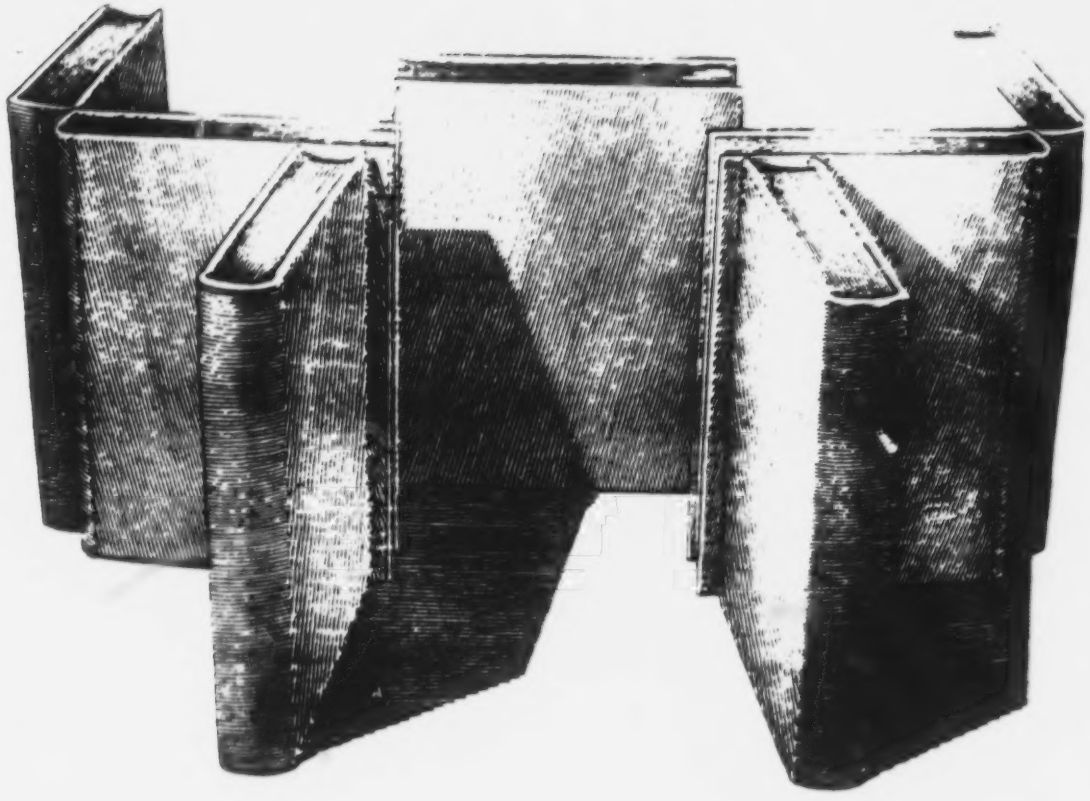
Mejore su conocimiento
en el desarrollo de
lectura para poder ayudar mejor a
sus hijos . . . .

Participe en nuestros grupos
de alfabetizacion para padres
e hijos

grupos pequenos
una vez por semana
actividades en pre-lectura y lectura
actividades de recreo
sugerencias para la casa

Para mas informacion llame al centro de alfabetizacion al 534-4159

Implementation



IMPLEMENTATION
Assumptions

The Intergenerational Literacy Model Project was initiated with several general assumptions dictating the development of the project in general and more specifically, the development of the teaching strategies and curriculum. The original idea for the project came from the literacy students themselves. When people interested in receiving literacy tutoring discussed with the Literacy Education Action staff their reasons for wanting to improve their literacy skills, many of them said that they wanted to be able to help their children with reading.

Furthermore, not only because of the diversity of the population in general in El Paso, but also because of these adults' inability (or unwillingness) to function in a traditional classsroom situation, it was obvious that a non-traditional approach to literacy learning be developed.

In this light, and because the adults participating in the project would be working in the same class with their children, several assumptions were made based upon available research regarding children's literacy development. The staff hypothesized that these assumptions would also affect the adults' learning. These assumptions were:

1. Social context is of utmost importance in the child's learning in general and in literacy development specifically. (Quintero, 1986; Goodman, 1984; Harste, Woodward, & Burke, 1984; Heath, 1982.)
2. Oral language is an integral part of the literacy development process. Oral language is also strongly affected by social context. (Tough, 1979; Parker, 1978; Halliday, 1976.)
3. Learners enter school knowing that written language has meaning, but they cannot understand print usage when it is presented to them as isolated letters and sounds. (Ferreiro & Teberosky, 1982; Clay, 1975: Lindfors, 1980.)

4. Literacy behaviors are not specific only to books, but rather encompass many sociolinguistic activities. (Herrera, 1986; Quintero, 1986; Anderson & Stokes, 1984.)

The final assumption made by the project designers -- perhaps the most dramatic of all the assumptions -- was the assumption that in the process of helping their children, the adults would inevitably improve their own literacy skills.

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Teaching Strategies

Considering the needs of the population of literacy students, the assumptions made by the project designers, and the curriculum which was developed, teaching strategy demands were unique.

The first and most obvious special demand upon the instructor of the intergenerational classes was the differing ability levels of the parents involved in the same class. This required that the instructor have an awareness of not only approximate reading level abilities, but also an awareness of frustration level of the students. This demand was partially compensated for by the curriculum's centering upon the Language Experience Approach. As the class divided into parent-child teams, the instructor could work with each team at the approximate reading level of ability the parent.

Because of the heavy reliance upon the Language Experience Approach throughout the entire curriculum, the instructors needed a thorough knowledge of the methodology involved in using the approach and adjusting the approach to the differing ability levels and interests of the participants. (See Appendix.)

Furthermore, because of the nature of the assumptions made regarding the learning of literacy skills, other demands in the area of teaching strategies exist.

Considering the first assumption made in the project design, the instructors must be perceptive to the social context of the classroom situation and the social effects of the activities upon the learners. The instructor is responsible for setting the emotional climate of the class so that the students feel secure enough to take the necessary risks in order to master new skills and behaviors. This demand for "nurturing teaching" seems to be of utmost importance. (See "What Happened" and Appendix.)

The second assumption made regarding the fact that oral language is an integral part of literacy learning -- both for adults as well as children -- demands another strategy requirement on the part of the instructors. While this connection between talking and reading and writing has been proven repeatedly in research, some instructors feel more comfortable in a classroom where no one talks except the instructor. Instructors in this category would not be

comfortable or effective in a literacy class such as these discussed here. These classes are noisy. They are noisy with a purpose and with productive results, but they are noisy.

The third assumption about the project design also affects the teaching strategies. Many children as well as adults are not successful readers because they do not see relevancy of meaningless phrases in textbooks. Now we know that many "unsuccessful" readers do read cereal boxes and street signs and grafitti. The instructors in a project of this nature must realize the importance of using environmental print for these learners. The print on cereal boxes and valentine cards has a meaningful function for all learners -- especially those who have not been able to successfully decode print in books. The instructors must not only realize this, but be creative enough to use whatever sources of environmental print are available and integrate these into the lessons.

The fourth assumption regarding literacy behaviors gives the most dramatic difference to the teaching strategies as well as to the curriculum. People who are literate do many things as a part of being literate. Literacy skills cannot be separated from the "root" behaviors of gesturing, talking, drawing, dramatic role playing, and all other imaginable forms of communicating.

SPECIAL TEACHING STRATEGY SUGGESTIONS

1. The instructor must be aware of reading level differences and sensitive to frustration levels of all students.
2. The instructor must be sensitive to all the varying ramifications of social context issues in the classroom.
3. The instructor must capitalize upon the oral language/literacy connection in each lesson.
4. The instructor must provide the learners with meaningful experiences with print.
5. The instructor must promote literacy behaviors on the part of all participants. (See appendix regarding literacy behaviors.)

Curriculum

The goals for the curriculum are quite specific to the needs of the Intergenerational Literacy Model Project. These goals are:

1. The curriculum will measurably increase literacy skills of adults in the parent-child groups and facilitate change in literacy behaviors.
2. The curriculum will provide individualized learning for the adults according to their interests and ability levels.
3. The curriculum will constantly provide the parent with skills and information regarding literacy to help the parent maintain the parent role.
4. The curriculum will constantly provide activities which enhance the parent-child relationship.
5. The curriculum will directly and indirectly serve to build self-esteem for both parent and child.

The general organization of the curriculum is based upon thematic units with a multicultural emphasis. Each theme emphasizes open-ended questions which ensure high interest on the part of the students and individualized teaching/learning situations provided by the instructors.

The curriculum activities consist of five steps which integrate the multicultural themes, the curriculum goals, and specific objectives for literacy learning. The student-centered nature of the five-step curriculum can be seen through a brief explanation of the steps and a corresponding example. Throughout this handbook, the names of the participants have been changed in order to protect their privacy.

The Five Steps

The setting during each session will vary with regards to the parent-child teams. At some sessions only one parent will attend with her preschool child while at other sessions there will be four parent-child teams with one to two children per team, and one or two parents per team. Conceivably, there could be up to five to ten parents and five to twelve children per session. A large configuration of parent and child teams could prove unwieldy, especially if the ages of the children vary dramatically, ie., 6 months to 6 years. It is recommended that these teams be divided into 2 or 3 groups, so that quality time be dedicated to each parent-child team.

INITIAL INQUIRY: In the parent-child class, the instructor begins the class by modeling appropriate language behaviors such as questioning, expanding, reinforcing and praising while working directly with the children and their parents. In order to enhance parental understanding of the process, discussions take place with the parents prior to each parent-child session in order to introduce the concepts being taught. At the end of each session parents are asked to make suggestions and comments about how these behaviors are followed up at home. One example of this initial inquiry period that led to story expansion was when the discussion centered around a "family storytelling" theme. Ana, mother of Grace, age 8, and Loren, age 5, had told her children stories about her childhood home. Gracie and Loren began relating some of the details they remembered about the stories to the teacher. Ana, caught up in the personal nature of the social context, added to the stories with more descriptive details such as, *"It wasn't just crowded, all eleven of us slept in two beds, and it always smelled bad."*

However, no participant should ever be forced to share. During the initial inquiry period, each participant should be encouraged to share in the discussion no matter how limited his/her contribution to the topic. While the open-ended questioning is more appropriate in the development of language and communication skills, this may be difficult to implement initially with some parents and their children. In this case, the objective is to still enhance

language participation even while closed-ended questions are used: *"¿Quien es tu papa?, ¿ Como se llama?, Where do you live?, Who lives in your home," etc."*

As parents and children gain rapport and feel comfortable with the teacher and the setting, the open-ended questioning becomes a natural part of the initial inquiry step.

LEARNING ACTIVITY: Upon completion of the oral language activity during the initial inquiry step, the teacher divides the group into parent-child teams as she prepares for the second step--the learning activity, a concrete experience that immediately follows the oral language activity. In order to extend the oral language which has begun between the parents and children, and to help the students make the connection between oral language, written language, and real-life activities, all classes then engage in a hands-on learning activity. As hypothesized, because of their differing developmental needs and interests, the children and their parents enjoy these activities because they can interpret them and use them as they wish. They draw, do cut-and-paste art work, cook, or manipulate materials, each within his/her team and with the teacher facilitating.

One class showed the developmental differences and student-centered nature of these activities vividly. The class was involved in making pancakes. One mother and her five-year-old son became fascinated with quizzing each other on the various steps involved in reading and following the recipe. During the same class and activity, another mother and her seven-year-old daughter became inspired to the point of great animation by using materials such as a wire wisk and an electric skillet which they had never before seen.

LANGUAGE EXPERIENCE APPROACH: Following the hands-on, concrete learning activity the language experience story-writing develops naturally and personally, both in terms of interest and ability. For example, during one class, Jose, age 5, in a parent/child team with three children, had just told a story about going with his mother to the supermarket. He had discussed the toys his mother had bought for him and how he put them in his toy box that has a cherry on the top for decoration. Jose drew a picture of the toy box with the cherry on the top, adding much detail to the decoration. He looked at his mother and asked, *How do I write it?* His mother spelled "My Big

Cherry" as Jose wrote it under his drawing. His older brother looked at Jose and said, *He did that? Wow?* The mother smiled and said, *I said it to him.*

During the same class, Marie, Jose's eight-year-old sister, wrote a short paragraph about a trip to the store with her mother. Bill, in another parent-child team, helped his three-year-old daughter label the food names and prices of the items in her "supermarket" drawing.

STORYBOOK DEMONSTRATION: Following the language experience approach activity, the instructor gathers all the children for storytime. The instructor selects an appropriate book/story that may or may not relate to the day's theme. At times, the children and/or the parent selects the story (English or Spanish).

The instructor then demonstrates reading a storybook. The purpose of this component is for the teacher to model for parents the appropiate behaviors of allowing the children to interrupt the story for discussion and of encouraging the children to relate the story to their own experiences.

For example, in the class in which the participants had made pancakes, the instructor read the storybook, IN THE NIGHT KITCHEN, by Maurice Sendak. The story depicts a young boy dreaming of an adventure involving a mixture of cooking and magic. Periodically, as she read, the instructor stopped to ask the children their opinion of the story and to ask them to relate some of the events to what they had done during the class.

HOME ACTIVITY CHOICES: Before the participants leave the class, the instructor suggests activities for them to do at home with their children in order to continue the skill building as well as the behavioral emphasis throughout the week. An example of one of the Home Activities was an "Environmental Print Scavenger Hunt". The class had been on a walking field trip around an approximate five-block area in downtown El Paso. The lesson had consisted of noticing environmental print, decoding the messages, and understanding the function of the print. The "Environmental Print Scavenger Hunt" requested that the parent-child teams look during the week to find examples of such print as "DANGER" signs, business signs, street signs, and advertising. (See Appendix for more examples.)

At the end of the session, parents are asked to give feedback on the

events that took place. Parents are also encouraged to give recommendations on topics, points of interest for future sessions.

A Typical Class Session

In order to more fully explain the five step curriculum and to emphasize some of the types of responses which we have found characteristic of the participants, a synopsis of one family's participation in a typical class session follows. This class took place on a cold winter night and the other families didn't come to class. However, because the responses transcribed are quite representative of what happens they are included.

It is important to keep in mind that this is an example of one parent-child team. The instructor always did the INITIAL INQUIRY with the whole group, all the families, together. She tried to always involve all the parents and all the children in the discussion. Then, the LEARNING ACTIVITY and the LANGUAGE EXPERIENCE APPROACH ACTIVITY were done in parent-child teams with the instructor roving the class and providing guidance when appropriate. The group came together as a whole for the STORYBOOK DEMONSTRATION and the discussion of the HOME ACTIVITY CHOICES.

INITIAL INQUIRY

INSTRUCTOR: *Do you recognize this?* (She holds up the puppet that she had made the previous week.)

CHILD 2: *Yeah, it's me.* (He takes the puppet labeled Police Officer Alan.)

CHILD 1: *I made another one at my house.*

MOTHER 1: *She sure did. She tried.*

INSTRUCTOR: *Good for you. Bring it to me so I can see it. I like to know what you do at home. Can I have mine? Do you remember what I was?*

CHILD 1: *A secretary.*

INSTRUCTOR: *Close.* (She points to the label on the bottom of her puppet and reads along with the participants. EL PASO SANITATION DEPARTMENT.)

INSTRUCTOR: *Do you remember what the sanitation department does?*

MOTHER 1: *R...Rrr....Rrrrr.* (She imitates the noise of the trucks and opens her arms imitating the dump truck.)

CHILD 1: *Oh, yeah.*

INSTRUCTOR: *Good for you.*

CHILD 1: *Can we put on the things?* (She means the signs they had made the previous week depicting their community job.)

INSTRUCTOR: *Yes. Alan, let her choose hers. Let's see if she can find it. I think she's going to be able to choose it. Good for you -- you're such good readers.*

CHILD 2: *Look.* (He puts his sign around his neck.)

INSTRUCTOR: *Do you know what we're going to do today? Today we're going to try to build the place where the community helper works. We're going to use blocks, crayons, or construction paper to build the places where these people work.*

INSTRUCTOR: *Alan, where does yours work?*

CHILD 1: (Interrupting) *Mine is a doctor.*

MOTHER 1: *Mine is a bus driver.*

INSTRUCTOR: *And I'm a santitation worker. Sanitation Worker Cristina.*

INSTRUCTOR: *I'm going to tell you where I work.* (She, puts her hand in her puppet.) *I work downtown in a giant building where we have lots of big trucks . . . .*

CHILD 2: *Do you know about my policman?*

INSTRUCTOR: *You have to listen to me* (she is smiling) *and then it's your turn.*

INSTRUCTOR: *Lucy, what would happen if I didn't pick up your garbage?*

CHILD 1: *It would smell stink.*
INSTRUCTOR: *Yes, think about it.*
INSTRUCTOR: *Okay. Alan, you tell us about the place where you work.*

After Child 2 describes his work place, Child 1 tells about her chosen work place and the mother tells about hers.

LEARNING ACTIVITY

Child 2 chooses to make his police station with blocks. Child 1 looks in magazines to find pictures of hospitals to cut and paste on the "Community Poster".

INSTRUCTOR: *Remember, we're making the places where we work.*

The conversation and questioning go on while they all work on their activity. For example:

CHILD 1: *Mom, why are hospitals flat on top?*
MOTHER 1: *I think it is so helicopters can land there.*

LANGUAGE EXPERIENCE APPROACH ACTIVITY

On the poster the instructor begins to write the stories. She asks Child 2, "Can you tell me about your structure?" As he dictated, she wrote,

> *Alan said, There are people inside, and doctors and nurses, bus drivers to come over. They give shots.*

CHILD 1: (She interrupts.) *No. I'm supposed to say that.*
INSTRUCTOR: *Bus drivers can work at the police station and usually the police officers are trained in first aid.*
CHILD 1: *Oh.*

CHILD 2: (He continues.) *The sheriff is the boss of the policemen.*

INSTRUCTOR: *You know why this is a good story, Alan? Because it's about everybody and it makes our story fit together.*

CHILD 1: *Can I make mine now?* (She dictates.) Nurse Lucy says, *I help people get good -- to take them to the hospital. I keep them in bed until they get well.* (She then reads the story back to the instructor.)

The mother and the instructor both take a turn adding their story to the "community poster".

STORYBOOK DEMONSTRATION

Usually the instructor calls the whole group of parents and children together and she reads a story, demonstrating how the parents should stop the story and question the children and listen to their comments about their own ideas. This class session, however, Child 2 asked if he could read the story FIRE CAT by Esther Averill. The instructor agreed. As Alan read, she interrupted the story to ask the children's ideas about the events of the story.

HOME ACTIVITY CHOICES

At the close of the session, the instructor suggested that the parent-children team either

1. Interview a community worker about their job

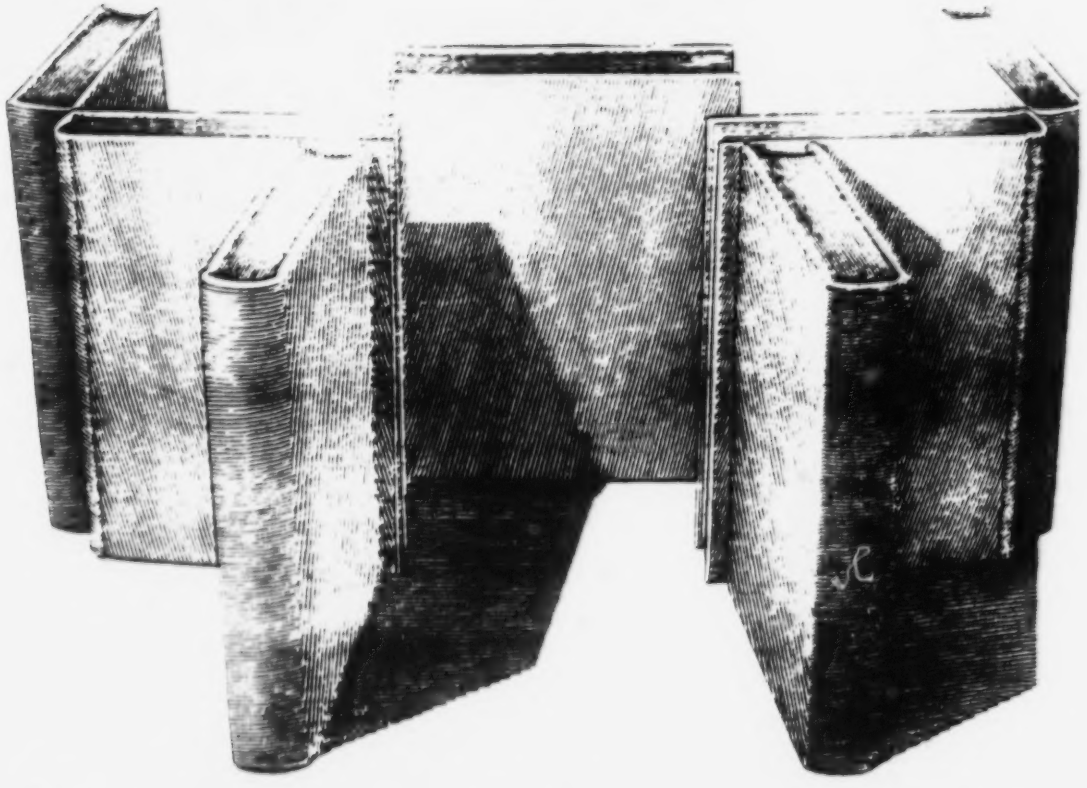
   or

2. Draw a place where a community worker of their choice really works and label the drawing

   or

3. Do a literacy activity of their own creation that fits with the community theme.

Limited English Proficiency Adults



LIMITED ENGLISH PROFICIENCY SPEAKERS
Overview

The project staff, knowing of the conflicting viewpoints regarding the theories of bilingual education, found themselves faced with a group of parents and children who wanted instruction in literacy from a pragmatic standpoint. Consequently, the staff decided to put theoretical arguments aside and proceed with the student-centered curriculum and the project goals in general directing the instruction.

Some of the participants in this category are literate in Spanish, others are not. All want to learn English literacy for practical reasons of employment, dealing with their children's school work, and furthering their own education.

While the student-centered nature of the curriculum leads to much individualization of instruction, because of the participants' limited English abilities, there have been some special considerations made on the part of the instructors in each of the five steps of the lessons.

INITIAL INQUIRY: The parent participants who are limited English proficiency students seemed to be rather non-verbal with their children and with the instructors. Their responses during this oral language development section of the lesson have tended to be short. The instructors need to repeat over and over the models of open-ended questioning techniques.

The oral language procedure progresses into a more conversational style later on in the class sessions as the adults begin to trust and feel comfortable with the project staff. The conversations (on the insistence of the parents) are conducted in English. There is however, flip-flopping (or code switching) out of necessity during this section for the obvious reason of comprehension. Understandably, the more motivated parents seem to be the more successful in acquiring English conversational skills.

LEARNING ACTIVITY: The learning activities are always marked by enthusiastic participation by the parent-child teams. Because of the hands-on nature of the activities (making puppets, cooking, finger painting, building with blocks, for example) conversation flows naturally as a means of communication about what is going on. Many of the participants mix the two

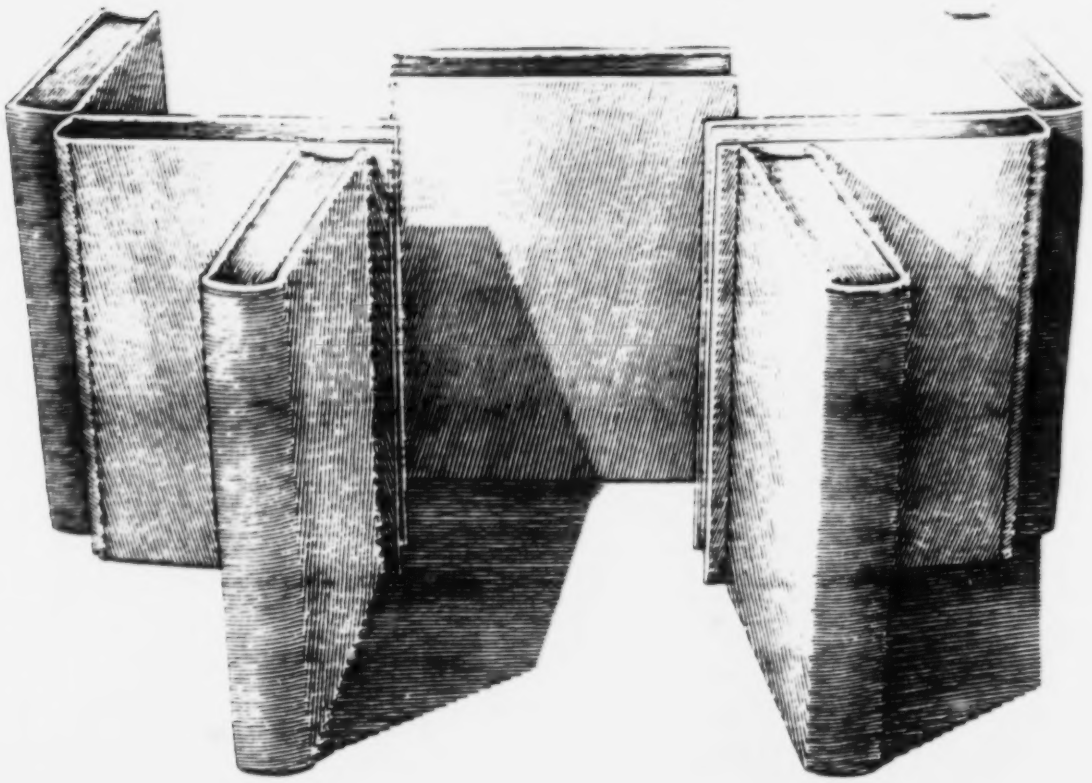
languages, but there is so much conversation taking place, the advances which the participants were making in English speaking skills was evident.

LANGUAGE EXPERIENCE APPROACH ACTIVITY: All the Language Experience Approach activities are conducted in English and quite successful in terms of parent-child comprehension. This was presumably in part because of the previous concrete activity period in which the parents and children could relate the English usage to an activity and to real objects. Furthermore, all the printed words and instructions were often repeated in Spanish for comprehension.

STORYBOOK DEMONSTRATION: Most books were read in English. Sometimes when the instructor feels the need to stress a certain cultural point or value, she chooses a book to read in Spanish, of course, stressing all the while that reading to children is important to children in any language. Yet, at the insistence of the parents, in almost all classes an English storybook has been read. The instructor reads the books very slowly, and as intended in this section, interrupts the story to involve the children in conversation and questions and responses. The questions she asks the children are always stated in English, but sometimes translated into Spanish if there appears to be a problem with comprehension. After several class sessions, the parents are usually able to read the books as the teacher has modeled. Where the parent still is unable to read the entire storybook, the parent has been encouraged to "pretend" to read to her/his child. In some instances, picture books have been made available so that parents can make up a story with her/his child.

HOME ACTIVITY CHOICES: Most parent-child teams complete the activities suggested for homework. They often borrow books from the Literacy Center to take home to use and sometimes report that they had altered some of the assignments in order to involve the whole family.

What Happened?



WHAT HAPPENED?

To say that the parents and their children improved their literacy skills and increased their literacy behaviors by a certain perçentage during the project, would be a drastic oversimplification of what happened. What did happen was a complex combination of expected and unexpected events in a human drama of literacy learning.

The Expected

Many researchers and teachers acknowledge that social context is intricately involved with children's academic learning and performance. That is to say, that how children feel about themselves and others affects their ability to learn. Furthermore, how children see the reasons for learning activities, the function or use of a particular exercise, affects whether or not they learn.

Well, the project staff found this intricately complex area of the social context to greatly affect the adults participating in the Intergenerational Literacy Model Project as well. The social context issues were obvious in the way the adults related to each other, to their children, to the instructors, and to the learning event itself. It became obvious early in the project that it would be useless to consider methodology, curriculum, or assessment without taking into consideration the effects of social context.

POSITIVE EFFECTS OF SOCIAL CONTEXT ON LITERACY LEARNING

The comprehensive positive effects of social context are most convincingly seen through individual examples. The tutor-coordinator of the Literacy Education Action program commented after the first parent-child class:

I've never seen Connie open up like that. She talked and laughed and looked like she was enjoying herself.

Connie had been coming for individual adult tutoring for almost three months. She had a good relationship with her tutor and was progressing with her studies. Yet, as noted above, something about coming to class with her eight-year-old son and the other families and participating in the non-traditional class session sparked her enthusiasm.

Ana, another parent, began the parent-child classes in November. At the intake interview it was noticed that she seemed to lack oral language skills in both English and Spanish. She had been to a few individual adult tutoring sessions in the Literacy Education Action program the previous year and her tutor had reported that she lacked the ability to spell one of her son's name. During the first few parent-child classes she sat almost silently. Then, during the pancake-making session, she participated with great animation. She had never before seen a wire wisk and she loved it. It was as if this marked her beginning. All her inhibitions vanished. She, without hesitation, demanded help with spelling whatever she needed to write and when she jumped in on her own to write something and was successful, she announced to the whole class, *I did it. I spelled it out!*

Further importance of social context among the adults participating can be seen in a parent comment after the first class session. The parent said, *I'm glad Connie was here. When I didn't know a word I would look at her and when she didn't know a word she would look at me. We had eye-e-e contact!*

Another mother, early in the sessions, remarked, *I love the way you teach the classes. I like to do the activities with my daughter (age 6). I've never done things like this with her.*

Yet another mother remarked that she was a *better mother* as a result of the classes. She elaborated that her two children (ages 5 and 7) were now drawing pictures and leaving her written messages as a result of their participation in the literacy project.

One of the instructors noted in her log that one of the male volunteers working with the project seemed to be a positive role model for one of the fathers participating. The father had been extremely reserved during the first class sessions, but when the male volunteer joined the group and role-modeled participation in all areas of the lesson, the father began to participate as well.

NEGATIVE EFFECTS OF SOCIAL CONTEXT ON LITERACY LEARNING

Probably the most devastating negative effect of social context upon literacy learning was the embarrassment factor. Several parents were so ashamed of their lack of literacy skills that they were absolutely unwilling -- perhaps unable -- to take the necessary risks involved in learning a new skill.

The most drastic example of this was seen in a mother of three. The woman was quite an articulate speaker of both Spanish and English. She seemed to be intelligently perceptive and was excellent at guiding her children through the initial inquiry part of the lessons. Yet, because of her complete lack of schooling and her awareness of the social stigma that goes along with illiteracy she had never attempted any involvement with written language. The "fear of failure" syndrome carried over to her participation in the intergenerational literacy classes. She excelled during the initial inquiry and learning activity periods of the classes, but when the language experience approach activities were presented, this parent stared into space, looked away completely, or made comments such as *I don't read*.

Another example of social context in a slightly different sense negatively affecting the lessons was the great number of intense personal problems which many of the adults were experiencing. No amount of innovative teaching or self-motivation could compete with a spouse's threats to kidnap the children or a hungry family's survival on exclusively potatoes for the ten days after the food stamps have run out.

The Unexpected

Many unexpected things occurred, but two things seemed especially noteworthy to the project staff. Unable yet to speculate upon the underlying implication of these occurrences, the staff is following these issues throughout continuing evaluation.

ADULT LEARNERS -- LEARNING STYLES

Much research and certainly accepted educational practice indicates that adults learn differently than do children. Most adult educators believe adults learn on a more theoretical, abstract level than do children. Our experience with this population of adults does not coincide with this theory.

We have found that the adults not only enjoyed all the concrete learning activities, but seemed to show greater improvement in literacy skills and literacy behaviors during and immediately after taking part in these activities. (See Appendix.) It almost seems that in the context of doing an activity with their children, these adults have been able to fulfill learning needs that they have on a holistic level in order to further their own literacy development.

ORAL LANGUAGE

From a standpoint of early childhood education, the project designers were certain of the importance that oral language development plays in the whole literacy development process of the child. It was because of this importance that such a great emphasis was placed on oral language in the program -- it seemed imperative that the parents realize this importance if they were going to learn to help their children in and out of school.

What the project staff did not expect was the importance oral language seemed to have on the adults' learning. In both the classes for monolingual English speakers and the classes for limited English proficiency students, there were several levels of connections between the oral language and adults' evidence of literacy development.

As mentioned previously, in the area of social context, when a parent seemed to feel comfortable enough to take part in the conversations at the beginning of the class sessions, that parent had set an emotional climate of trust for herself or himself and seemed to be more willing to take the risks with written language in the LANGUAGE EXPERIENCE APPROACH section.

Furthermore, on a more complex level, when the adults were involved in the oral language part of the lesson and continued their conversations in the LEARNING ACTIVITY section, they seemed to understand the connections between oral language and written language. In other words, after a discussion about the importance of nutrition, and an activity that involved the comparing of ingredient labels on canned food, the relevancy of this written language that bombards us at the supermarket made much more sense.

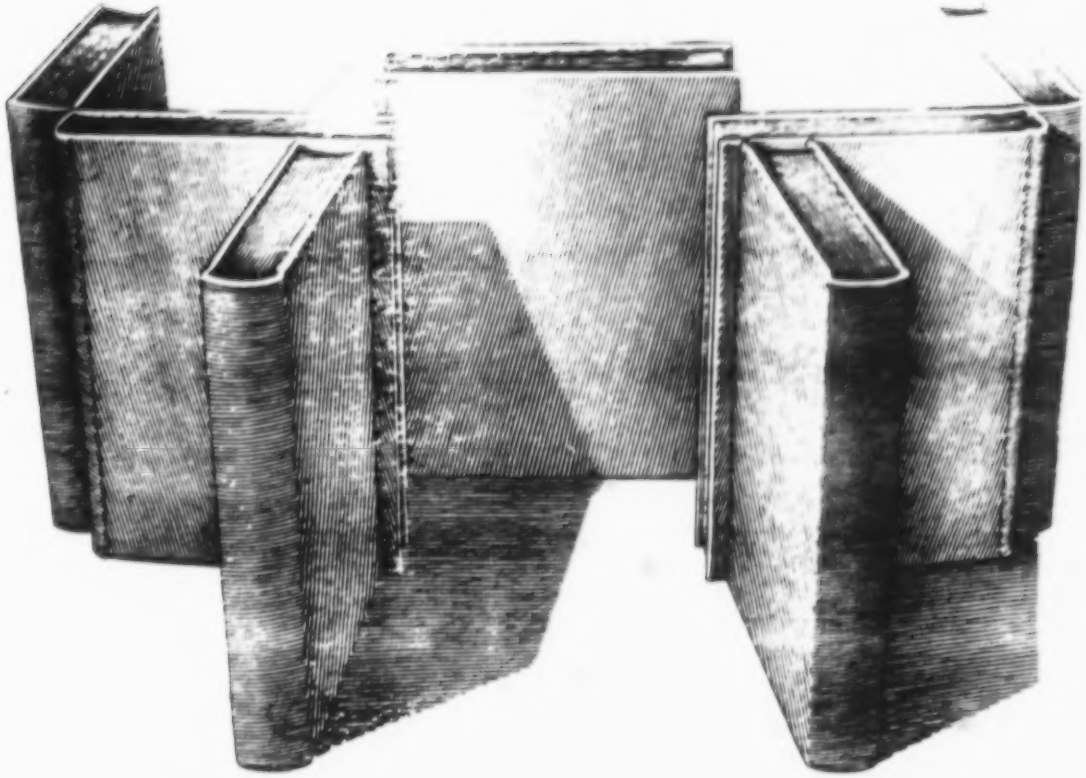
CHILDREN IN RESOURCE ROOMS

Another disturbing factor that was noticed was that several of the children involved in the intergenerational classes were in resource rooms at school and had been in some sort of special education situation since their school experience had begun.

In some of the cases, the child was reading one or two grade levels below his or her current grade level, but otherwise seemed to be of normal intelligence. In other cases, the child's parent stated that there was a problem with the child's learning either in the area of language or of task commitment. The project staff saw no apparent evidence of these problems in the parent-child classes.

While the project was not designed to assess the placement of the children in their various school settings, some of these situations were so questionable that they must be mentioned. Not in any way accusing or declaring a fact, the question arose among the literacy staff of whether or not these children are already at grades 1, 2, or 4 being placed in school according to their parents' skills -- or lack of skills. The issue of whether or not this population of parents lacks the communication skills necessary to be effective advocates for their children also demands attention.

Appendix



APPENDIX

I. Review of Literature, 1986-1987

II. Review of Literature Update, 1987-1988

III. Core Curriculum Design

- A. Preschoolers
- B. Toddlers
- C. Infants

IV. Evaluation Narrative, 1986-1987

V. Evaluation Narrative, 1987-1988

VI. Case Study Summary Sample

VII. Sample Graphic Information of Evaluation [illegible]ations

VIII. Sample Evaluation [illegible]rms

IX. Teaching Tips

X. News for Parents

XI. Books According to Themes

XII. Resources for Teachers of Young Children

XIII. Definitions

I. REVIEW OF LITERATURE
1986-1987

The core curriculum was designed with much of the following research in mind. While the Intergenerational Literacy Model Project was funded by an operational grant, rather than a research grant, the curriculum designers strongly felt that responsible teaching practice must consider the interrelation of teaching practice, theory, and research.

Recent research in the area of children's literacy development strongly influenced the goal setting and the curriculum design for the project. Much of the research points to the overwhelming importance of the child's social world in the literacy development process (Quintero, 1986; Harste, Woodward, & Burke, 1984; Goodman, 1984.)

Given the social importance in the literacy development process, there are several important components of the social realm which must be addressed. In her longitudinal study, Heath (1982) documents that the culture children learn as they grow up as "ways of taking" meaning from the environment around them. She believes that each community's "way of taking" meaning from the printed word and way of using this knowledge are interdependent with the ways children learn to talk with caregivers.

Harste, et al. (1984) feel their data demonstrate that long before formal instruction the young child is actively making sense of the world, including the world of print. In looking at the samples of writing of children across cultures, a child from the United States wrote her script to look decidedly like English, and an Israeli child's writing looked decidedly like Hebrew script, and an Arabic child responded regarding her writing sample, *I wrote it in Arabic and in Arabic we use a lot more dots than you do in English* (p. 91). Importantly, these samples substantiate that not only are language decisions which children make organized, but also that such organizational decisions are sociologically and contextually rooted.

Having done extensive study of young learners in South and Central America, Ferreiro and Teberosky (1982) report that:

> . . . learning reading, understood as the child's exploration of the nature, function, and value of written language as a cultural object, begins long before the school imagines and takes unsuspected paths. (preface)

Gumperz and Hernandez-Chavez (1972) report also that:

> There is overwhleming evidence to show that when both middle class and nonmiddle class children, no matter what their native language, dialect, or ethnic background, come to school at the age of five or six, they have control of a fully formed grammatical system . . . . It is clear furthermore, that the above linguistic differences also reflect far-reaching and systematic cultural differences. (pp. 84-85)

Bayley (1970) believes that the family has the most powerful influence on the preschooler and differences in the parent-child relationship and home environment are related to individual differences in intellectual performance. Likewise, Brody (1976) notes a child's classroom performance is not simply a reflection of intelligence, but is affected by a complex interaction of intellectual, motivational, social, and cultural variables.

Further embedded in the findings of many studies in the literature, is the evidence that oral language has a direct relationship to the learning of reading writing skills. Oral language has become recognized as an integral part of the literacy development process. Furthermore, many scholars agree on the importance of the social aspects of literacy development in terms of language use. According to Joan Tough (1979), the function of language use for stating personal needs and relating socially to others is the first and perhaps foremost need which children fulfill when using language. Halliday (1976) maintains that children understand language because they undersand what language does. Fillmore (1976) documents strong social forces that encourage language development in both monolingual and bilingual classrooms.

Considering written language and literacy development, Harst et al. (1981) after extensive study of the writing component of the literacy process, state:

> . . . Our contention is that written language is a natural extension of all learning generally and language learning specifically. Theoretically this view suggests that as active cognitive organisms, children encounter their environment identifying features of meaning for which they perceive as salient. (p. 307)

Donald Graves (1983) suggests that the child's first urge may be to write rather than to read. He maintains that teachers can build on a preschooler's knowledge of writing by valuing attempts to communicate with personal marks and scribble. Similarly, Vygotsky (1978) suggests that preschoolers' scribble is intended to have meaning. Heald-Taylor (1984) reports that the young child uses scribble to communicate a message, develop left to right directionality, control the writing instrument, become aware of sentences and space between words, and integrate scribble with print.

Ferreiro and Teberosky (1982) report that many young learners enter school knowing intuitively that written language has meaning but they cannot understand written language when it is presented to them as isolated letters and sounds. Ferreiro and Teberosky (1982) explain that in the beginning of the writing process, when drawing is just beginning to develop into writing, the graphemes are distributed freely on the page. Similarly, Vygotsky (1978) feels it is important that teachers understand that writing begins first as indictory signs, then symbolizing marks or scribble, then as figures and pictures, and finally develops into writing symbols. Clay (1975) believes that children learn faster if they are able to organize for themselves, teach themselves through trial and error, the letter forms. She feels that a great deal of children's writing acquisition depends upon the opportunities available to them to make discoveries about print.

Also in the literature regarding literacy development is documentation regarding the importance of literacy behaviors in the overall literacy development process. Literacy behaviors are activities that literate people engage in as integral parts of the holistic characteristic of being literate. Experts in the field of children's literacy consider gesturing, speaking, drawing, writing, print recognition, and reading as all behaviors which contribute to being literate (Quintero, 1986).

In a study with the purpose of determining which life experience lead to literacy, Anderson and Stokes (1984) found that the impediments to literacy learning are social and institutional rather than cultural, economic, or ethnic. They say that:

> When literacy is equated only with books, the research reports indicate that lower class families engage much less frequently in literacy activities than do middle class families . . . Our data suggest that literacy is not a tool used only in narrow technological realms, but that it is a powerful tool for engaging in many activities in many domains. (p. 36)

The authors believe that:

> . . . if we want to reach children in their homes in a manner that will facilitate the development of literacy practice, we would well be advised to focus on the social institutions that serve as the origins of the literate practices they observe. We would concentrate on interventions through daily living, entertainment, and religious acivities, using the particular organizations and institutions that are the source of these activities in the home. (p. 36)

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II. REVIEW OF LITERATURE UPDATE 1987-1988

Research regarding literacy development continues to flood both the academic and popular media. Numbers of new studies have been done since the first printing of this handbook and often the studies either seem to verify assumptions made during our initial Intergenerational Literacy Model Project or to offer additional methodological innovations to the five steps curriculum model. A very brief summary of several of these studies and opinions follows. For clarity's sake the information will be discussed in the context of the five step model.

A. INITIAL INQUIRY:

This part of the curriculum was developed in order to help both parents and children develop oral language skills as a part of the total literacy process. This is achieved by the instructor facilitating aspects of oral language development. The instructor models the power of language both in terms of open-ended questioning and figurative language. Also, she encourages the students to discuss their own experiences and relate this prior knowledge to the thematic content of the day.

These methodological approaches correlate with curriculum goals established in a special developmental project at Community College of Philadelphia. They use their clusters of curriculum goals to tie experiential activities to skills involved in reading and writing. The curriculum clusters are:

1. Learning how to learn
2. Student experiences
3. Content

Furthermore, in a Weekly Reader parent supplement in April 1988 an article entitled "Parents Help Children Become Readers" claims that rather than teaching children letter sounds, word recognition and punctuation, parents should:

1. Support and strengthen their preschooler's self-concept.
2. Talk, talk, talk with their children.
3. Expose preschoolers to the sights and sounds around them.

B. LEARNING ACTIVITY

The January 1988 issue of Young Children states that an appropriate curriculum "is integrated so that learning occurs primarily through projects, learning centers and playful activities that reflect current interests of the children". For example, a social studies project such as building and operating a store or a science project such as furnishing and caring for an aquarium provide focused opportunities for children to plan, dictate, and/or write about their activity to discuss what they are doing to read nonfiction books for needed information, to work cooperatively with other children, to learn facts in a meaningful context, and to enjoy learning. Skills are taught as needed to accomplish projects. (Bredekamp, 1988, p. 70.)

C. LANGUAGE EXPERIENCE APPROACH ACTIVITY

Not only was the Language Experience Approach Activity included in the five step model because it uses and gives value to all students' experiences, but also because it combines reading and writing in a holistic literacy sense. In the October/November 1987 issue of Reading Today an article by John Mikos which summarizes many innovative techniques of teachers throughout the country who are "creating a stronger link" between reading and writing. Some of the programs synthesized by Mikos are:

1. Classroom Ideas

IRA Board member Carol Santa, on leave from School District 5 in Kalispell, Montana, described a variety of activities that had been successfully used in her district to promote reading and writing.

One strategy Santa suggested, "Thesis/Proof," involved the students learning how to defend their opinions. Santa also described other strategies including: character maps which show the relationships between characters; story graphs; and having students make prereading predictions.

2. Functions of Writing

Arthur N. Applebee of Stanford University, according to Mikos (1988), stressed the importance of using a process-oriented approach to writing instruction. Applebee said that students must have a valid reason for writing, noting that writing just for the sake of writing can be meaningless.

3. Using Literature

J. E. Flood of San Diego State University stressed the importance of making connections from life to literature and back again. He believes that using a process-oriented, response-based approach will help children learn to get meaning from literature. He added that it is vital to integrate reading, writing, speaking and listening in the classroom. "We read literature to learn about ourselvess - our values, our thoughts - all the things we are," Flood concluded.

4. Semantic Mapping

IRA Vice President-elect Dale D. Johnson of the Instructional Research and Development Institute in Boston, Massachusetts, showed several examples of semantic maps and described how they can be used in the classroom.

5. Key Experiences in Nurturing Young Writers

Mikos reports that there is an encouraging trend away from worksheets and toward "real reading and real writing," according to IRA Past President Dorothy S. Strickland of Columbia University. Based on research she had conducted, she cited some specific strategies that are effective in promoting reading and writing in the early grades. These include:

- inquiry activities where students are involved firsthand
- shared writing and reading activities (such as dictation and group reading)
- independent writing
- independent reading
- participation in read-aloud sessions
- sharing classroom activities
- applying and extending concepts and skills.

D. STORY DEMONSTRATION:

Not only does the instructor model for parents the methods of involving the children in the story process but she also models her own thinking (for both the parents and the children) about comprehending the story. This activity provides a perfect climate for teaching mental modeling as described in The Reading Teacher (April, 1988). This mental modeling is meant to help students gain metacognitive control of their learning by the instructor virtually describing the invisible mental trips she goes through. Duffy, Roehler, and Hirrmann (1988) summarize this process in two explicit examples:

> T: *Before you start to read a story, you should get your background knowledge ready so you can use it when you read. Thinking about what you already know*

will help you understand when you start reading. Watch me think out loud and I'll show you how to get your background knowledge ready. The title of this story is Things in My House. Let's see, this title is about things in a house. In my house, I have a couch, bed, desk and a hamster. Let's see if thinking about those things helps me understand this story as I read. (Teacher reads.) *"It was dark in the house when Alex came inside. The storm had knocked down some wires and the lights were not working. Slowly he tried to make his way to the kitchen where the matches were kept. Suddenly, Alex felt pain. He ran into something very big and heavy and it hurt. He started to feel around and discovered that he had run into the couch."*
(Teacher stops reading and closes her/his eyes.) *I'm picturing that in my mind. I can see Alex walking around my living room and tripping over my couch.*
(Teacher addresses the children.) *You couldn't see my thoughts, but I was thinking about that while I was reading, and then thinking about it again after I read helped me understand what was happening to Alex. Now, let's see if you can do that.*
and . . .
T: *Watch me think out loud while I try to predict what this story is going to be*

about. The title is Sign Language Fun.
(Teacher is looking at the pictures.)
Here is a picture of Sesame Street characters and a picture of a lady doing sign language. And the title says it is going to be about sign language. I know something about Sesame Street characters from my past experience. I've seen them do some pretty fantasic things. And the people on Sesame Street teach things to the puppets. Since the lady is doing sign language, maybe she is going to teach sign language. I'm going to guess that in this story the lady is going to teach them how to use sign language.

(Duffy, et. al, 1988, p. 764)

E. HOME ACTIVITY CHOICES

In the 1988 publication of "Developmentally Appropriate Practice for Primary Grades" by the National Association for the Education of Young Children it is stated that in appropriate learning setting "Teachers view parents as partners in the educational process" (Young Children, January 1988, p. 77).

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III. CORE CURRICULUM DESIGN

The following sections outline the Intergenerational Literacy Project curriculum. It is divided into three parts:

A. Curriculum for Preschoolers (3-5)

B. Curriculum for Toddlers (18 mos.-3 yrs.)

C. Curriculum for Infants (6 mos.-18 mos.)

The first part, curriculum for preschoolers, outlines learning activities using the five basic steps each week. These activities serve as a guide to Instructors. It is recommended that instructors use their discretion when selecting topics/concepts to be used in planning their weekly lessons based on their students' interests, culture, language, learning styles and appropriate ideas that arise through conversations with students, etc. The one thing that is critical in the curriculum are the five steps. Each step must be followed: i.e., initial inquiry, learning activity, learning experience approach, story time and home activity with each weekly lesson. Twenty-two other learning activities have been added to the preschool curriculumm at the end of week 22 of the 1986-1987 curriculum. These activities should serve as a resource for planning the weekly lessons.

Part B and Part C -- Curriculum for Toddlers and Infants was added after requests from Intergenerational Instructors and others interested in our project. It was found that the parent/child teams sometimes included infants and toddlers in the sessions. For practical purposes the parent/child teams with infants, toddlers and preschoolers were divided into 2 parent/child sessions per week so that the sessions could prove more productive. There were, however, parent/child teams with toddlers and preschool children and Instructors had to individualize the lessons to meet the developmental needs of each participant.

Part B and C are compilations of developmentally appropriate activities for infants and toddlers that will help instructors plan their weekly lessons. Again, it was intended that the 5-step process be used in each one of the sessions. Please do not leave any of the steps out. There is an example in the infant curriculum on how to implement the 5-step process.

SAMPLE

INTERGENERATIONAL LITERACY LESSONS

Step 1
Initial Inquiry

Step 2
Learning Activity

Step 3
LEA

Step 4
Story Demonstration

Step 5
Home Activity

A. Core Curriculum: For Preschoolers (3-5 Years Old)

WEEK 1
Theme: Families

Step 1: INITIAL INQUIRY	Step 2: LEARNING ACTIVITY	Step 3: LEA ACTIVITY
There are many different kinds of families. Instructor uses open-ended questions to involve the parents and children in discussing their personal ideas about "family". The differences and similarities of the responses will be discussed.	Child and parent choose pictures to make a "family collage" to represent their family. The instructor will add written language to the collage.	Instructor's Discretion (See Teaching Tips)

Step 4:

STORY DEMONSTRATION

Instructor will demonstrate story-reading techniques.

Storybook Suggestions:

Are You My Mother? by Dr. Seuss

What Kind of Family is This? by Barbara Seuling.

Step 5:

HOME ACTIVITY CHOICES

Make a collage or a drawing of your family celebrating in some way (a pinata, holy communion, a wedding, etc.). Label picture and form a few sentences if possible.

OR

Take a labeling packet and label items in your home.

OR

Bring in your favorite examples of environmental print and explain to the group.

Materials Needed: Magazines, Scissors, Glue, Construction paper. Learning center depicting similarities and differences in families.

WEEK 2

Theme: Families

Step 1: INITIAL INQUIRY	Step 2: LEARNING ACTIVITY	Step 3: LEA ACTIVITY
What are the hobbies or activities that your family members love to do? This could be anything from cooking to gardening to sewing to fixing cars, etc.	Making pancakes	Instructor's Discretion (See Teaching Tips)

Step 4:
STORY DEMONSTRATION

Instructor will demonstrate story-reading techniques.

Storybook Suggestions:
The Night Kitchen by Maurice Sendak
Green Eggs and Ham by Dr. Seuss.

Step 5:
HOME ACTIVITY CHOICES

Watch or participate in a family project which involves at least three steps. Make a visual of the three steps with directions if possible.

OR

Take a labeling packet home to label objects.

OR

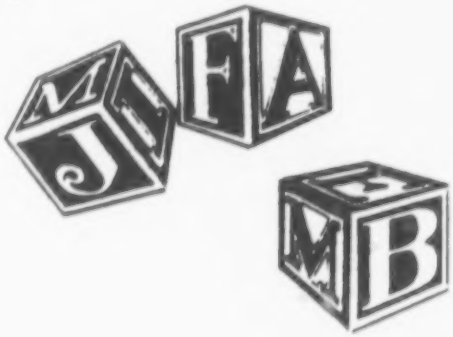
Bring an example of written instructions for making something or doing something.

Materials Needed: Eggs, Flour, Milk, Pan. Visual showing steps and procedures.

WEEK 3

Theme: Families

Step 1:	Step 2:	Step 3:
<u>INITIAL INQUIRY</u>	<u>LEARNING ACTIVITY</u>	<u>LEA ACTIVITY</u>
What "people" or "human" characteristics are valued by your family? For example, ask child, "Who is your favorite relative and why?" and ask parent, "who in the family is the role model you hope your child follows?", etc.	Distribute child various materials such as blocks, manipulatives, trucks, etc. Parent plays with child and informally explores through language and observation the way the child likes to play (competitively, cooperatively, loudly, quietly).	Instructor's Discretion (See Teaching Tips)



Step 4:
STORY DEMONSTRATION

Instructor will demonstrate story-reading techniques.

Storybook Suggestions:
Why Are People Different? by Barbara Hazen
He Bear, She Bear by The Berenstains.

Step 5:
HOME ACTIVITY CHOICES

Invent a game. Play the game. Draw or write the instructions.

OR

Write a letter to a favorite relative.

OR

Create a greeting card for a favorite relative.

Materials Needed: Blocks, Manipulatives, Trucks, Dolls. Learning center with games which are competitive and other games which are cooperative.

WEEK 4

Theme: Families

Step 1:	Step 2:	Step 3:
INITIAL INQUIRY	LEARNING ACTIVITY	LEA ACTIVITY
Who in your family tells wonderful stories? What do they do that makes the stories so good? Do they change their voice, gesture, use props?	Using sequence cards parent and child create a story. Child tells story to parents.	Instructor's Discretion (See Teaching Tips)

Step 4:
STORY DEMONSTRATION

Instructor will demonstrate story-reading techniques.

Storybook Suggestions:
Oh the Thinks You Can Think by Dr. Seuss
Where the Wild Things Are by M. Sendak.

Step 5:
HOME ACTIVITY CHOICES

Tell a story or ask a family member to tell you a story. make picture to relate to the story. Label the picture or write a few sentences summarizing the story.

OR

Make a label packet for items in the home not yet labeled.

OR

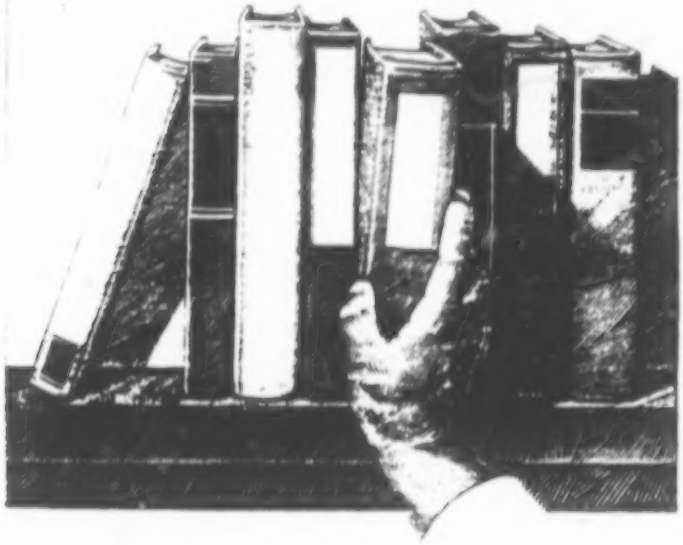
Visit the library. Check out a book.

Materials Needed: Sequence cards depicting many scenes, people, and situations.

WEEK 5

Field Trip -- El Paso Public Library

Be sure to have a discussion about the library first, i.e., What is the library? Why do some people use (or go to) the library? Why would you like to use the library? Do you know how to use the library?



WEEK 6

Theme: Celebrations

Step 1: INITIAL INQUIRY	Step 2: LEARNING ACTIVITY	Step 3: LEA ACTIVITY
Open-ended questions regarding the child's favorite celebration and the parents favorite celebration.	Using tempra paint and other art materials, make a mural (parent and child) of favorite celebration.	Instructor's Discretion (See Teaching Tips)

Step 4:
STORY DEMONSTRATION

Instructor will demonstrate story-reading techniques.

Storybook Suggestions:
Happy Birthday to You
by Dr. Seuss.

Step 5:
HOME ACTIVITY CHOICES

Take a poll of family members to learn their favorite celebration.

OR

Find a photo of family celebrating and label and/or write a short description.

OR

Create an invitation to a celebration event.

Materials Needed: Tempra paint, Crayons, Markers, Glue, Paper scraps, Construction paper, Drawing paper. Learning center depicting various celebrations.

WEEK 7

Theme: Celebrations

Step 1: INITIAL INQUIRY	Step 2: LEARNING ACTIVITY	Step 3: LEA ACTIVITY
Using open ended questions as well as factual information regarding different cultures, winter holidays. Focus on specific winter celebration such as: Christmas, Hanukkah, Winter Solstice, etc.	Divide into three groups and prepare one traditional dish from a: Posada, Navajo Celebration, or Jewish Feast of Lights.	Instructor's Discretion (See Teaching Tips)

Step 4:
STORY DEMONSTRATION

Instructor will demonstrate story-reading techniques.

Storybook Suggestions:
Feast of Thanksgiving
by June Behrens.

Step 5:
HOME ACTIVITY CHOICES

Ask a senior family member to explain a holiday recipe. Record the recipe.

OR

Create a greeting card.

OR

Make a story about your family's December celebration.

Materials Needed: Food items for preparing dishes.
Photos and magazine pictures of winter celebrations
Crepe paper and balloons to decorate.

WEEK 8

Theme: Celebrations

Step 1: INITIAL INQUIRY	Step 2: LEARNING ACTIVITY	Step 3: LEA ACTIVITY
What clothes do we wear to celebrate different holidays? How do these clothes make you feel, etc.?	Dress up and role play!	Instructor's Discretion (See Teaching Tips)

Step 4:

STORY DEMONSTRATION

Instructor will demonstrate story-reading techniques.

Storybook Suggestions:

Old Hat, New Hat by Dr. Seuss

Step 5:

HOME ACTIVITY CHOICES

Interview a family member about the clothes they feel most festive wearing. Write a description of the clothes.

OR

Make a collage from magazines of festive clothing.

OR

Label the clothes of one family member.

Materials Needed: Dress up clothes (Hats, Scarves, Jewelry, Mirror).

WEEK 9

Field Trip -- A Place of Community Celebration

(Let the students participate in selection of this trip.)

Discussion prior to trip should cover: (1) What is celebrated here? (2) Why? (3) By whom?

WEEK 10

Theme: Community Cooperation

Step 1: INITIAL INQUIRY	Step 2: LEARNING ACTIVITY	Step 3: LEA ACTIVITY
Emphasize that just as family members do their part to keep the family running, people in the community do their part to keep the community going. Through open-ended questions discuss which community "helpers" the children come into contact with such as the mail carrier, priest, baker, garbage collector, bus driver, etc.	From pictures of community workers, child and parent choose pictures to make a mobile of community people.	Instructor's Discretion (See Teaching Tips)

Step 4:

STORY DEMONSTRACION

Instructor will demonstrate story-reading techniques.

Storybook Suggestions:

The Fire Cat by E. Averill.

Step 5:

HOME ACTIVITY CHOICES

Take a walk and notice community people and their jobs when you return home write and/or draw what you saw.

OR

Design an activity of your own showing what different community people do.

Materials Needed: Coat hangers, Glue, Magazine, Pictures. Community learning center.

WEEK 11

Theme: Community Cooperation

Step 1: INITIAL INQUIRY	Step 2: LEARNING ACTIVITY	Step 3: LEA ACTIVITY
Where are the different places postal workers, gardeners, police officers, business people work? How do they help us? Would you like to do the job of any of these people?	Make a poster of your favorite community helper. Label the poster or write a short story to attach to the poster.	Instructor's Discretion (See Teaching Tips)

Step 4:

STORY DEMONSTRATION

Instructor will demonstrate story-reading techniques.

Step 5:

HOME ACTIVITY CHOICES

Take your poster to the community persons as a gift, and report to the class what happened!

Storybook Suggestions:

The Missing Dinosaur Bone by The Berenstains.

Materials Needed: Magazines, Glue, Scissors, Crayons, Markers, Paper. Learning center.

WEEK 12

Theme: Community Cooperation

Step 1: INITIAL INQUIRY	Step 2: LEARNING ACTIVITY	Step 3: LEA ACTIVITY
What are some very specialized and important jobs done by people in the community? Have you ever seen a street sweeper, a custodian, an ice cream vendor, a base-ball coach, a welder?	Using puppets, form small groups and make a puppet show of community workers. OR Using blocks make a work place for your favorite community worker.	Instructor's Discretion (See Teaching Tips)

Step 4:
STORY DEMONSTRATION

Instructor will demonstrate story-reading techniques.

Storybook Suggestions:
Gila Monsters Meet You at the Airport by Sharmat.

Step 5:
HOME ACTIVITY CHOICES

Talk to a community worker about his or her experiences, make a drawing and label or write a short paragraph about what you learned.

OR

Write a letter to a community worker.

Materials Needed: Puppets, Blocks, and other construction materials.

WEEK 13

Theme: Community Cooperation

Step 1: INITIAL INQUIRY	Step 2: LEARNING ACTIVITY	Step 3: LEA ACTIVITY
Who are some community helpers who are artists representing our different cultures?	Visitors from Tigua community, Hispanic community and El Paso Community College students art association.	Instructor's Discretion (See Teaching Tips)

Step 4:
STORY DEMONSTRATION

Instructor will demonstrate story-reading techniques.

Storybook Suggestions:
Bell Highwalking by Katheryn Weist.

Step 5:
HOME ACTIVITY CHOICES

Invent a scavenger hunt of community art and write the directions.

OR

Create an advertisement depicting an important community service.

Materials Needed: Learning center with different art projects.

WEEK 14

Theme: Community Cooperation

Step 1: INITIAL INQUIRY	Step 2: LEARNING ACTIVITY	Step 3: LEA ACTIVITY
Are musicians community helpers? How? Do you know how musicians write their songs?	Visiting musicians who demonstrates briefly how she invents the lyrics for one of her songs.	Instructor's Discretion (See Teaching Tips)

Step 4:

STORY DEMONSTRATION

Instructor will demonstrate story-reading techniques.

Storybook Suggestins: Georgia Music by Helen Griffith.

Step 5:

HOME ACTIVITY CHOICES

Write the lyrics to a song you know and like.

OR

Make up a short song (or poem) and write it so you can share it with someone.

Materials Needed: Music learning center.

WEEK 15

Field Trip -- El Paso Sun City Transit Bus Tour.

The discussion prior to trip should include:

(1) How do bus drivers help the community?

(2) What can we learn about literacy by riding the bus?

(3) How can we use literacy skills when riding the bus?

WEEK 16

Step 1: INITIAL INQUIRY	Step 2: LEARNING ACTIVITY	Step 3: LEA ACTIVITY
What types of schools, if any, are members of your family participating in? What different types of schools do you know about? If you realized your ultimate dream, what type of school would you like to attend?	Parent and child teams read advertisement and brochures of schools. Child makes drawing of his/her interpretation of how one of the schools looks.	Instructor's Discretion (See Teaching Tips)

Step 4:
STORY DEMONSTRATION

Instructor will demonstrate story-reading techniques.

Storybook Suggestions:
Grover Goes to School
by Dan Elliott.

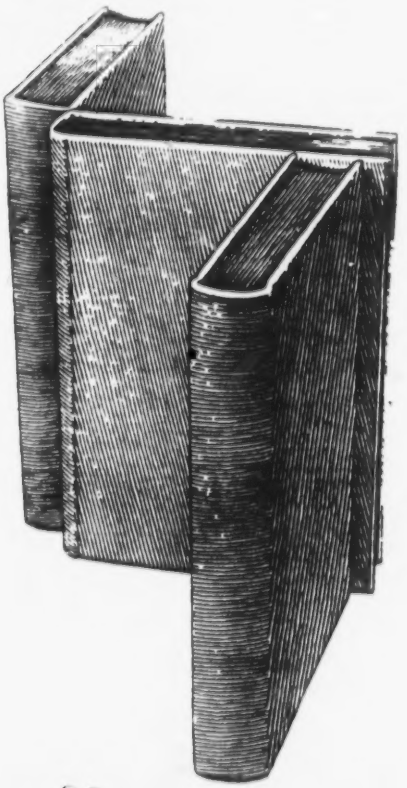
Step 5:
HOME ACTIVITY CHOICES

Interview a family member about his/her school. Write the answers and/or draw the school as it was discussed.

Materials Needed: Brochures from schools, Copies of advertisements of schools. Paper, Markers.

WEEK 17

Step 1:	Step 2:	Step 3:
INITIAL INQUIRY	LEARNING ACTIVITY	LEA ACTIVITY
In what ways is reading studied in school?	Review all the pre-reading and reading activities used so far in our curriculum. Parent and child pairs choose one activity to do.	Instructor's Discretion (See Teaching Tips)



Step 4:
STORY DEMONSTRATION

Instructor will demonstrate story-reading techniques.

Storybook Suggestions:
Grover Learns to Read
by Dan Elliott.

Step 5:
HOME ACTIVITY CHOICES

Check out one of our sets of materials to use at home.

OR

Make a game or activity that encourages reading at home.

Materials Needed: All reading related games and materials used to date. All learning centers related to reading.

WEEK 18

Step 1:	Step 2:	Step 3:
INITIAL INQUIRY	LEARNING ACTIVITY	LEA ACTIVITY
In what ways can we prepare for school reading activities at home?	Draw or build model (with blocks) of your home and plan ways to encourage literacy. For example, leave note pads next to the telephone, make available magazines, recreational books, information manuals, etc. for the family to use.	Instructor's Discretion (See Teaching Tips)

Step 4:
STORY DEMONSTRATION

Instructor will demonstrate story-reading techniques.

Step 5:
HOME ACTIVITY CHOICES

Put into effect all your plans you made for your home.

Storybook Suggestions:
I Can Read With My Eyes Shut Tight by Dr. Seuss.

Materials Needed: Blocks, Paper, Pencils, Markers.

WEEK 19

Step 1: INITIAL INQUIRY	Step 2: LEARNING ACTIVITY	Step 3: LEA ACTIVITY
In what ways are numbers studied in schools? In what ways do we use the number information which we learn at school in our homes?.	Parent and child teams will work with materials involving numbers skills as well as following directions, sequencing, concepts such as parts of wholes, etc.	Instructor's Discretion (See Teaching Tips)

$$\begin{array}{r} 2 \\ +\ 4 \\ \hline 6 \end{array}$$

Step 4:
STORY DEMONSTRATION

Instructor will demonstrate story-reading techniques.

Storybook Suggestins:
One Fish, Two Fish
by Dr. Seuss.

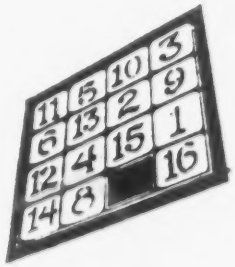
Step 5:
HOME ACTIVITY CHOICES

Check out some of our materials to use at home.

Materials Needed: Math concept activities.

WEEK 20

Step 1: INITIAL INQUIRY	Step 2: LEARNING ACTIVITY	Step 3: LEA ACTIVITY
In what ways can we practice number skills at home to help prepare our children for math in school?	Devise a family board game using math skills to be played at home.	Instructor's Discretion (See Teaching Tips)



Step 4:
STORY DEMONSTRATION

Instructor will demonstrate story-reading techniques.

Step 5:
HOME ACTIVITY CHOICES

Try out you game on your family!

Storybook Suggestions:
Anno's Counting Book
by M. Anno.

Materials Needed: Cardboard, Markers, Crayons, etc.

WEEK 21

Step 1: INITIAL INQUIRY	Step 2: LEARNING ACTIVITY	Step 3: LEA ACTIVITY
What does the word "advocate" mean? How can we become advocates for our children (and ourselves, from the child's point of view) in the school?	Role Play in small groups. A parent-child conference with a child's school teacher.	Instructor's Discretion (See Teaching Tips)

Step 4:
STORY DEMONSTRATION

Instructor will demonstrate story-reading techniques.

Storybook Suggestions:
Play Ball, Amelia Bedelia by Parish.

Step 5:
HOME ACTIVITY CHOICES

Make a list of situations in which parents need to be advocates for their children.

OR

Interview a neighbor about the parent advocacy issue and report back to class.

Materials Needed: Imagination!

WEEK 22

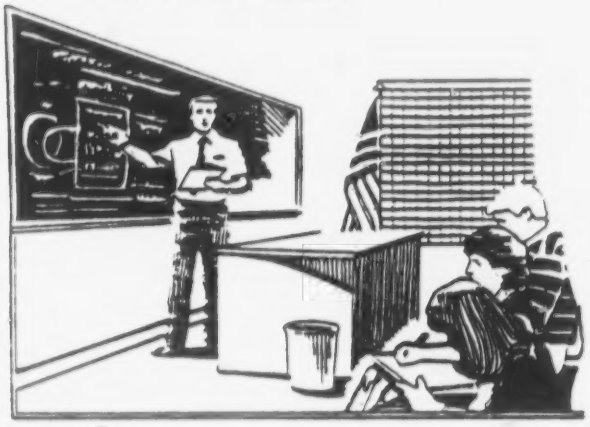
Field Trip to a Local Elementary School and Interview with a Principal or Counselor.

Possible questions to ask the school official:

(1) Do you get angry when parents want to come to talk to you about their children?

(2) How do you feel about parents' being advocates for their children?

(3) How can parents support what you do at school at home?



A.1. Other Activities for Parent-Child Sessions With Preschool Children

1. PURPOSE: Improving eye-hand coordination
   MATERIALS NEEDED: Wire coat hanger, old nylon stocking, masking tape, yarn, children and parents
   ACTIVITY: 1. Make a yarn ball and racket using above materials.
   2. Practice hitting the ball back and forth to help develop eye-hand coordination.

2. PURPOSE: Eye-hand coordination
   MATERIALS NEEDED: Balloon for each participation
   ACTIVITY: 1. Challenges for children/parents
   *Can you tap your balloon and keep it up in the air?
   *Can you hit your balloon up with your head?
   *Can you tap your balloon up with your foot?
   *Can you tap your balloon up, turn around, then catch it?
   *How long can you tap your balloon without it falling? Count the times.
   2. Have parent call out other challenges.

3. PURPOSE: Auditory discrimination, memory development
   MATERIALS NEEDED: Record, record player, words to the song. Tape and tape recorder can be used. Record or tape with animal sounds (bear, lion, sea lion, ducks, monkeys, etc.)
   ACTIVITY: 1. Children listen to animal sound and guess name of animal.
   2. Have all names with picture of animal available so that children can select animal as sound is heard. Parents help children identifying sounds.

4. PURPOSE: Visual discrimination, recall, story telling

MATERIALS NEEDED: Book, The Three Bears, flannel cut outs of 3 bears, bowls, chairs, beds (graduated sizes) flannel board

ACTIVITY:
1. Read the story of The Three Bears to children
2. Retell the story using flannel cut outs. Have children help you.
3. Have children retell story using flannel cut outs.
4. Have parents tell another story. Cut out magazine pictures or flannel cut-outs for new story.

5. PURPOSE: Visual discrimination Concept smallest to largest

MATERIALS NEEDED: Sheets of construction paper, magic markers, scissors, crayons

ACTIVITY:
1. Trace each child's footprints and parents on construction paper. Keep shoes on.
2. Have children and parents cut out prints and draw in and color them.
3. Have parents and children write their name on the back.
4. Have children compare sizes, line them up from smallest to largest.
5. Do this activity at end of year to see if child's shoe size has gotten larger.
6. Have parents think of another way we can use these prints and practice with her/his child.

6. PURPOSE: Visual discrimination concept: half/whole

MATERIALS NEEDED: An apple, knife, toothpicks

ACTIVITY:
1. Have child feel apple in his hands with eyes closed and have child guess what it is. Elicit "is it whole?" or a "piece?"

2. Cut apple in 2 halves. Have child feel one half. What is it? Elicit: "Is it whole?"
3. Have child make the apple whole using the toothpicks. Then eat it.
4. Have parent do activity using a pear.

7. PURPOSE: Visual discrimination concept: shapes
MATERIALS NEEDED: A shape bingo game (can be purchased at an educational supply store)
ACTIVITY: 1. Give each participant a shape card and markers.
2. Display the card with shape (different colors.)
3. The participant must place marker over shape being displayed. The shape must match exactly ie., green triangle, red square, etc.
4. Whoever covers his/her card first wins.
5. Have a parent call out the cards.

8. PURPOSE: Listening and following directions
MATERIALS NEEDED: 10 construction papers of different colors with a black arrow in each sheet ⟶ . A prize (balloon, box of raisins, box of crayons, etc.)
ACTIVITY: 1. Place different colored arrows in a pathway a few feet apart with 3 possible paths
2. Give directions for children to listen to and to follow. Have enough rewards/prizes at the end of path:
a. Go to the arrow on yellow sheet.
b. Follow to arrow on blue sheet.
c. Make right turn onto arrow on white sheet, etc.
d. Help children who may not know colors and/or directions.
e. Have parent give the directions.

9. PURPOSE: Motor coordination

MATERIALS NEEDED: Leggos, lock blocks, or lincoln logs

ACTIVITY:
1. Have enough of the blocks in playing area.
2. Have parents work with child in the construction of any structure or design.
3. Facilitate with each parent/child team expanding and labeling on a piece of paper the structures as they are being constructed.
4. Share your labels/words with the group.
5. Have the parents and children describe their structure.

10. PURPOSE: Tactile discrimination

MATERIALS NEEDED: Sand, construction paper, markers, glue

ACTIVITY:
1. Have each parent write out their child's name on the paper. Ensure that letters used are large (to cover the paper). First and last name can be printed.
2. Parents help children trace the letters with glue.
3. Parents help the children sprinkle sand over the glue.
4. Shake off the excess sand so that only the letters outlined with glue have sand on them.
5. When dry, parents help children trace the sand letters to their name.

11. PURPOSE: Fine motor coordination

MATERIALS NEEDED: Magazines, scissors, construction paper, glue, markers

ACTIVITY:
1. Give each participant a magazine. Have each find foods.
2. Cut out food items.
3. Glue these onto construction paper.
4. Label each food item with the marker.
5. Have the parents help with their children's labeling.
6. Follow up at next session with a classification of foods into the food groups.

12. PURPOSE: Language Development

MATERIALS NEEDED: Large picture posters with scenes, i.e., a busy street scene, a country scene, etc. (These may be cut out of a magazine and laminated).

ACTIVITY: 1. Show a poster scene to each one of the participants.

2. Have each participant tell story about the scene they see.
3. Tape record the story.
4. Play back the story for the child and parent to listen.
5. Have parents tell a story (real or invented).

13. PURPOSE: Auditory perception

MATERIALS NEEDED: The children themselves, a scarf

ACTIVITY: 1. Blindfold one participant at a time.

2. Have blindfolded person listen carefully as another child or adult says or sings something.
3. Have blindfolded person guess who is speaking or listening.
4. Have parents take out items for children to see, then children, when blindfolded, will guess what item is being used, ie., key chain with keys jingling or flick of the lighter, etc.

14. PURPOSE: Auditory perception/auditory memory

MATERIALS NEEDED: Bell, piece of paper, keys on key chain, pencil

ACTIVITY: 1. Have children and parents look and listen to all items above.

2. Blindfold each parent and child one at a time.
3. Have them listen to a sequence of sounds. (bell, keys, pencil, paper)
4. Have children tell you the names of items in the order they heard them.
5. Have parents practice with her/his own child.

15. PURPOSE: Vocabulary development/tactile discrimination

MATERIALS NEEDED: Salt, flour, rice, beans, water, ice (6 bowls)

VOCABULARY: Touch, soft, silky, smooth, rough, bumpy, lumpy, sticky, icy, wet, hard, cool.

ACTIVITY:
1. Have participant place hand in each bowl (one at a time).
2. Ask participant: "How does it feel?" Elicit (cool/warm, soft/hard, etc.) depending on texture presented.
3. Practice with parents, then have parents practice with their children.

16. PURPOSE: Self-discovery

MATERIALS NEEDED: photographs of each participant from birth to present, construction paper, glue, markers, yarn, hole punch

ACTIVITY:
1. Each parent child team will organize their photos in a sequential order from birth.
2. Cut out as many construction papers as there are photos.
3. Glue each photo to a sheet in sequential order.
4. Add a sentence or two about each one of the photos on that page.
5. Sign album at the very front.
6. Punch holes on top or left hand side and tie with yarn.
7. Have parent read each page to child. Then have child read to the parent.
8. All parents and children will share their albums with one another.

17. PURPOSE: Self-discovery

MATERIALS NEEDED: Mirror, writing paper, pencil, construction or drawing paper, crayons and markers

ACTIVITY:
1. Have each person look at himself/herself in the mirror.
2. Have him/her describe herself/himself.
3. Record/write down exactly what each participant says.

4. Read back what each participant says.
5. Have each participant draw a picture of himself/herself.
6. Add description to each person's drawing.
7. Have parents read story to their children. Then children read story to parents.

18. PURPOSE: Self-discovery

MATERIALS NEEDED: Butcher paper, long mirror crayons, markers, scissors, natural (cloth) of different kinds, different color construction paper.

ACTIVITY:
1. Have each participant look at himself/herself in the mirror.
2. Have each person outlined on butcher paper.
3. Have each participant draw in his features, body, etc. using markers and cloth and/or construction paper for the clothes.
4. Have each participant share his/her full size body and tell something about himself/herself.
5. Write down statements from each participant and have each read back what they said about themselves.
6. Have parents try and write out their children's statements.

19. PURPOSE: Matching concept -- halves

MATERIALS NEEDED: Many flowers or bouquets cut out of magazines, clear contact paper, scissors

ACTIVITY:
1. Have all flowers ready for everyone (already cut out or magazines available).
2. After flowers are cut out of the magazine, have children and parents cover these (front and back) with clear contact paper.
3. Next, each parent/child team cuts these laminated flowers into halves.
4. Mix up the halves. Parent tries to get his/her child to match the halves to make up the whole flower.

20. PURPOSE: Concept -- Giving on Mother's Day in appreciation

MATERIALS NEEDED: Overhead projector, white (or light colored) construction paper, markers

ACTIVITY:

1. Tape construction paper to the wall
2. Parent places child sideways (profile) next to construction paper.
3. Using overhead projector for light, have parent outline child's profile on the paper.
4. Have child recite "why they love mommy".
5. Instructor writes down exactly what child says.
6. Instructor has child copy these statements on one side of the paper with the profile.
7. Child fills in outline of profile folds sheet and writes his/her name on the paper.
8. These are exhibited in the classroom as each child reads his/her statement.
9. You may want to reverse the order and have the child outline the parent's profile, and follow the procedures above.

21. PURPOSE: RECIPES -- Applesauce -- A Cooking Experience

MATERIALS NEEDED: Magazine or photos of knife, apples (4), sauce pan, faucet, measuring cup, sugar, large spoon, flames (SEE PICTURES BELOW)

1.

2.

one cup

3.

15 minutes

4.

1/4 cup sugar

5.

mix well

(PICTURES AS ABOVE ARE OKAY, TOO.)

Here is the recipe: 4-6 MEDIUM APPLES

Cut apples into quarters. Place in pot. Add 1 inch of water (about 1 cup) to pot. Cover pot and cook slowly until apples are tender. Mash apples with fork or put through strainer. Add sugar to taste (1/4 cup for 4 apples) and stir until sugar dissolves. Add a dash of cinnamon. Have parents and children come up with other recipes and put into picture recipe as above.

22. PURPOSE: Winter on our Street

MATERIALS NEEDED: White butcher paper, shoe boxes, other discarded cardboard boxes, tree branches, clay, glitter (silver), markers, crayons

ACTIVITY:
1. Roll out butcher paper onto a table. Cover it completely.
2. Have parents and children paint the boxes adding doors windows just like buildings. (Construction paper may be used to cover the boxes.)
3. Line up the buildings (should be a familiar scene -- your building perhaps).

4. Add the tree branches held by clay bases.
5. Sprinkle the silver glitter onto rooftops, trees, etc.
6. Have parents and children label the streets and write out a story about the winter scene, or how they feel about the show.
7. Everyone reads his/her story.

B. Core Curriculum: For Toddlers (2-3 Years)

Working with toddlers will be similar to working with the pre-schooler in that much language is beginning to emerge at around 2 years of age. The difference in working with toddlers occurs as follows:

* Teachers need to do much more explaining to toddlers using language they can understand.
* Teachers need much more patience when listening to the responses of toddlers since they tend to stutter... and... and then... uh... as they try to put their thoughts together.
* Teachers need to listen carefully to toddlers' language since their articulation is still not perfect, and they tend to make up words for things they know ie, "shaker", "spinner", "scooper" and they mispronounce or change words around ie., "hangerburger", "spasghetti", "stister", etc.
* Teachers will need to wait longer patiently as toddlers paste, tear, cut, gather, string, bead, etc. since their little hands are still not adept at these tasks. In addition, teachers model for parents the appropriate way to help children master these skills.
* And finally, teachers need to plan carefully and observe children for signs of restlessness, tiredness, frustration or boredom since toddlers' attention span and stamina is not yet as developed as his 4,5 or 6 year old brother, sister or friend.

Plan to use the following activities for 2-3 year-olds in the 5-step process, modifying wherever necessary, starting with initial inquiry, learning activity, LEA, story demonstration and home activity. Do not leave out any of the steps. You will notice that the following activities can be used in Step 2 of the 5-step process: learning activity. Analyze the learning activity carefully with your

parent-child teams in mind as you plan the other steps (1) Initial Inquiry, (3) LEA, (4) Story-demonstration and (5) Home activity.

A COGNITIVE CURRICULUM BASED ON SENSORY PLAY.
FOR 2-3 YEAR-OLDS DEVELOPMENT

Example 1

The following curriculum exemplifies the value of using mud as a medium for learning:

I. Affective (emotion-related) learning possibilities
   A. Learnings that will foster emotional health
      1. Children will have plenty of opportunity to play with mud. By manipulating the mud, children can show their emotions. Example: If angry they will press and squeeze the mud.
      2. We will be doing our own mud by providing the children with dirt and water. By doing this the children will feel proud of themselves, because they've done their own.
   B. Learnings that will foster social development
      1. We will be doing the mud together as a group. Children will have the opportunity to interact with each other while playing with mud.
      2. We will be constructing mud models and hopefully children will interact. (Volcanoes, castles, mud cake balls can be done.)
   C. Learnings that foster cross-cultural understanding
      1. Children will be learning what cultures use mud to construct their homes. (Examples: Mexicans and Indians)
      2. If available, books of different cultures will be shown so they can see the different homes.

II. Step II learnings: horizontal curriculum (those that primarily teach facts and increase labeling vocabulary)
   A. Water and dirt are needed to make mud (fact). Children will be able to explain what happens if they mix more water to dirt, more dirt to water, or equal amount.

1. We will first start by having a small amount of dirt and with an eye dropper dropping few drops at a time until thick (more dirt than water).
2. Second, we will start with water and we will pour dirt until the clay is smooth (meaning there will be more water than dirt).
3. Those children who wish to have a thicker mud clay may do so and those who want a smooth clay may do so also.

B. Mud is always done with dirt and water (fact). Children will be able to show this is true by mixing sand and water and other substances.
1. Encourage children to try mixing other substances with dirt other than water or vice versa (the substance will be available).
2. Ask them why they think that only water and dirt can make mud.

C. Mud can be shaped in whatever shape while wet (fact). Children will be able to know why mud can only be shaped while wet by letting the mud dry.
1. We will be doing the mud clay and we will do shapes of anything we want and we will let it dry.
2. When dried we will try to manipulate the mud (Children will find out that it is hard and dried; it cannot be shaped).

III. Step III learnings: vertical curriculum (those that provide practice in <u>reasoning</u> and <u>concept development skills</u>)

A. <u>Matching</u>. The child will be able to identify two items that are identical (exactly the same) or different.
1. Using several shapes made of mud such as balls, squares and cupcakes). Some will be wet others will be dried. Ask children to put together the ones that are of the same shape and if dried or wet also. (Example: 2 squares that are dried will be together and 2 squares that are wet will be together). They might want to use hands to know if they are wet or dried or fingers to measure.

2. Set out all the figures children have done in a large table; ask children to match the figures that are the same. If two dogs were made, no matter if they don't look the same they can go together, because they are all dogs.

B. Grouping. The child will be able to identify the common properties that define a group and to discriminate between what does and does not belong to the group.

1. Make a grouping game of wet mud and dried mud. Ask children to group wet mud in one side and dried mud in the other side.
2. Have houses made up of different material other than mud and along with mud too. Ask children to group all the mud houses in one group and all the other houses in another group.

C. Common relations. The child can indicate which nonidentical objects are most closely related, this is, which belong together as a pair.

1. Offer a table top game of pictures that go together that have to do with mud (an indian and an adobe home, mud cupcake and a plate, ball made of mud and a bat, and so forth).

D. Cause and Effect. The child is able to associate a particular action with a specific result. In this topic children will notice the difference of wet and dried mud. (What if... type)

1. Children will make mud pies (cupcakes) and will let them dry until the next day. Children will be able to learn what happens when they do that. They will notice that the dried mud is hard and some occasions will be cracked.
2. After observing the dried mud children can use an eyedropper to wet the mud. What happens when they do that?
3. Children will be able to know that by completely wetting the mud they can again shape it in another form.

E. Seriation. The child will be able to arrange things according to a graduated change in size or condition.

1. Have all the figures children have done and ask them to place them by sizes (all of one size together and all of the other sizes together).
2. Ask children to place them from smallest to biggest.

F. Temporal ordering. The child can arrange events according to the order they occur in time. First of all, the teacher will explain to the children that water and dirt is needed to plant a seed of a flower, tree, or a vegetable. The teacher will use pictures of seeds and what grows from a seed.

1. Using a picture of water, dirt, seed, and a flower ask children to arrange the pictures in the order they thing they occur. (Example: Dirt, water, seed, and flower).
2. Also this can be done with a tree (dirt, water, stem of tree, and more water, tree, and more water). They will probably tell you that the trees always need water and dirt in order to survive.

G. Piagetian conservation. The child will be able to explain that the quantity remains the same although the appearance may change.

1. In a bowl mix a cup of dirt and enough water to make a soft dough. Have some children shape their dough into a ball and others into a snake. Ask them who has more dough. NOTICE: Make sure you mix the dirt and water in front of the children so they can see.
2. With the same dough ask those children with the snake shape to do a ball shape. Ask the same question.

A COGNITIVE CURRICULUM BASED ON OUTDOOR PLAY FOR:
2-3 YEAR OLDS

EXAMPLE 2

This curriculum is based on outdoor play. Children have a very enthusiastic and positive attitude when it comes to outdoor play. The atmosphere will be educational to children in many ways, (spatial awareness for one), since most of their time will be spent indoors in a small apartment.

I. Affective (emotion-related) learning possibilities
   A. Learnings that will foster emotional health.
      1. We will offer a spacious yard. The experience of running about freely provides children the opportunity to express emotions.
      2. We will exercise balancing on a low beam. This will give feeling of accomplishment which will foster emotional growth.
   B. Learnings that will foster social development
      1. Together we will rake leaves. The partnership will provide social interaction.
      2. We will take turns watering the trees and garden. Cooperation will influence social development.
   C. Learnings that foster cross-cultural understanding
      1. Ask parents to provide gardening information, pertaining to their background and/or materials.
      2. Talk about sports/games played in different cultures.

II. Step II Learnings: horizontal curriculum (those that primarily teach facts and increase labeling vocabulary).
   A. Insects (animals) need outdoors also (fact). Children will be able to describe what happens if animals are caged (Different growth).
      1. Present a caged bird (parakeet) and observe a "free" bird.
      2. How they eat, what the parakeet eats with feet (claws).

B. Not all birds fly (fact). Children will note this is true by examing various birds.

1. Show peacocks, geese, and flamingos, wings but do not fly.
2. Read story on birds.

C. How birds are different in size yet similar in many ways.

1. Similar-beaks, wings, feathers
2. Differences-color, long legs, some fly some don't.

III. Step III Learnings: vertical curriculum (those that provide practice in reasoning and concept development skills).

A. Matching. The child will be able to identify two items that are identical (exactly the same) or different.

1. Ask children to identify big rocks.
2. Children will separate smooth and rough rocks from group.

B. Grouping. The child will be able to identify the common properties that define a group and to discriminate between what does and does not belong to the group.

1. Collect different colored rocks grey, red, white, etc..
2. Child will be able to discriminate the colors and group them accordingly.

C. Common relations. The child can indicate which nonidentical objects are most closely related, that is, which belong together as a pair.

1. In a box, gather various objects that will be common to one another - rocks, sticks, leaves, branches, birds and seeds etc.
2. Discuss the relation among the objects.

D. Cause and Effect. The child is able to associate a particular action with a specific result.

1. Discuss with children what happens when birds don't eat.
2. If possible bring model bird egg (a nest).
3. Discuss whaat happens when people's hands touch the eggs, the mother bird abandons her offspring.

E. Seriation. The child will be able to arrange things according to a graduated change in size or condition.

1. Using different size rocks child will be able to sequence rocks from biggest to smallest.
2. On flannel board child will be able to arrange small bird to large bird.

F. Temporal ordering. The child can arrange events according to the order they occur in time.

1. Child will place pictures on flannel board, a birds day. (Sleeping bird, eating bird, flying bird, with sun, moon).
2. Do fingerplay about birds.

G. Piagetian conservation. The child will be able to explain that the quantity remains the same although the appearance may change.

1. Provide aluminum pie plates, sand and water. Let children experiment with sand poured into pie plate. Discuss weight.
2. Pour same amount of sand on two pie plates, add water to one plate. Discuss the difference in weight. Why is one heavier than the other? Does the heavier one contain the same amount of dirt as other plate?

A COGNITIVE CURRICULUM BASED ON PRETEND PLAY:
FOR 2-3 YEAR OLDS

EXAMPLE I

I. Step I Learnings: Affective (emotion-related) learning possibilities

A. Learnings that will foster emotional health

1. Provide child with dolls, purses, blankets etc... to gain maternal instincts which in turn will foster emotional health.

B. Learnings that will foster social development

1. Pretending to be a family (mommy, daddy, and baby) will foster social development.
2. Playing and building with blocks not only enhances creativity but also interaction with other children.

C. Learnings that foster cross-cultural understanding

1. Since children from different cultures play with dolls, it will show them that children from different cultures also play with dolls.
2. Provide clothing such as hats, shoes, purses, etc... from different cultures. Such items will foster cross-cultural understanding.

II. Step II Learnings: horizontal curriculum (those that primarily teach facts and increase labeling vocabulary).

A. Going on field trips (to zoo) children will see live and different animals.

1. Have an aquarium and have fish. Let children take turns on feeding.
2. Have children talk about a pet they have at home maybe bring it to school so other children can see and discuss. (show and tell).

B. Singing songs will enhance learning abilities and sounds of animals.

1. Have children sing Old-MacDonald, show pictures of each animal that was sung about.
2. Act out: There Was an Old Woman Who Swallowed a Fly.

C. What dogs/cats do. Children will be able to identify differences and similarities in dogs and cats.

1. Have pictures of dogs and cats that are different or bring a puppy or kitty to class. Discuss it.

III. Step III Learnings: vertical curriculum (those that provide practice in reasoning and concept development skills).

A. Matching. The child will be able to identify two items that are identical or different.

1. Using 2 spoons and 2 forks. Ask if she/he can find two of the same and to show which are different.
2. Using colored blocks, ask which blocks are the same color and which are different.

B. Grouping. The child will be able to identify the common properties that define a group and to discriminate between what does and does not belong to the group.

1. Make a grouping game that are clothing accesories (necklaces, purses, earrings, etc...) and what are not, ex. (blankets, sheets, rope etc...)
2. Have them group which items are used with the dolls ex. (doll clothes, cars, hats, etc...)

C. Common relations. The child can indicate which nonidentical objects are most closely related, that is, which belong together as a pair.

1. Have pictures of what items go together such as shoes and feet, hat and head, earrings and ear, etc..
2. Have pictures of boy and girl. Have children look for clothing that goes with either one. (paper dolls).

D. Cause and effect. The child is able to associate a particular action with a specific result.

1. Discuses what would happen if they didn't eat or if they ate too much. Relate it to the child's age and have them pretend with their dolls.
2. Show pictures of children that eat well and those that don't and the results.

E. Seriation. The child will be able to arrange things according to a graduated change in size or condition.

1. Have blocks of different sizes. From small to large. Have children arrange them according to size.
2. Have dolls missing some parts of body (ex. 1 doll with hand, two dolls with 2 legs, 3 dolls with 2 arms and 1 leg). Have children put them in order according to condition from best to worse.

F. Temporal ordering. The child can try to arrange events according to the order they occur in time.

1. Read them a story of "The Three Billy Goats Gruff" Have them discuss which goat came 1st, 2nd, and 3rd.
2. Discuss time such as morning, noon, and nighttime. Show pictures of this time. Have them draw a picture of which time they like the best and why?

G. Piagetian Conservation. The child will try to explain that the quantity remains the same although the appearance may change.

1. Have clay available, let child play and experiment with it. Then, roll two pieces into a ball, next roll one into many balls. Have the child tell which is more.
2. After children have guessed at which clay ball has more create something with it and let children see that it's all still the same amount. That you didn't use more or less.

OTHER ACTIVITIES: FOR 2-3 YEAR OLDS

1. Summary of activity: Have 4 small containers; fill the first with beans (halfway), second with rice (halfway), third one with salt (halfway), and the fourth one with flour (halfway).

   Procedure: Ask children to shake each one of the containers and ask them to arrange them from loudest to softest.

   Skills learned/developed: Sense of hearing sound descrimination

2. Summary of activity: Children will draw pictures and will tell a story about the picture.

   Procedure: First the teacher will read a story then she will ask the children to draw a picture. Next she will ask the children to make up a story.

   Skills learned/developed: Drawing Making up a story

3. Summary of activity: Have circles of different colors on the right side and circles with colors that match on the other side.

   Procedure: Ask children to closely look at the circles and their color. Then ask them to match/pair up the circles that are placed on the right with the ones on the left by their colors.

   Skills learned/developed: Learning colors, Matching and pairing up

4. Summary of activity: Finger printing - provide the child with paper, an ink pad, and a pencil

   Procedure: Ask children to press their fingers on the ink pad and to put fingers on the paper and also press them on the paper. Then they can create anything they want by adding lines with the pencil. Example: The thumb can become a cat by adding small ears and a tail and a face.

   Skills learned/developed: Naming the objects drawn Matching the names with the right object, "feel" of ink and imprint on paper

5. Summary of activity: Children will be building their own city, town, or neighborhood with blocks.

   Procedure: At the block area, children will be asked to create a city, town, or neighborhood, store, or house.

   Skills learned/developed: Taking blocks apart and placing them together, naming each part of the block creativity

6. Summary of activity: Making play dough. The teacher along with the children will mix the following ingredients in a bowl: 4 cups flour, 1/4 cup salt, 1 tbsp. oil, 1 1/2 cups water and any color of food coloring.

   Procedure: When the dough is well mixed ask children to get a small amount of dough and to create their own shape of cookie. Then place the dough in the oven. When they are done ask each child to get his own.

   Skills learned/developed: Mixing the ingredients - noticing changes as ingredients are mixed/cooked measuring following step by step procedure.

7. Summary of activity: Children will walk on a curved line, a straight line, and on a balance beam.

   Procedure: First, place a rope on the floor in a curved manner, second, place a rope on the floor, but straight, third, place a balance beam (2 inches high); then tell the children they will be playing follow the leader. walk through the curved line then through the straight line then through the balance beam.

   Skills learned/developed: Telling the differences between straight and curved following directions

8. Summary of activity: Obstacle game, The teacher will create a small obstacle path that will include all muscle movements.

   Procedure: (The teacher will be the leader.) First run to the first task which is climbing the slide and sliding. Next run toward the tires and jump them. Next, run to the tunnels and pass as fast as it can be done. Next run to the balance beam and carefully pass it, and last, go back where the race was started.

Skills learned/developed: Learning about interesting exercises, labeling running and walking and jumping (new vocabulary).

9. Summary of activity: A ball is needed. Children will throw the ball as far as they can and other children will go and get it.

   Procedure: Ask children to divide themselves into two groups. The first group will throw the ball as far as they can and the second group will run to get the ball. Then children will do the reverse.

   Skills learned/developed: learning what happens when a ball is thrown

10. Summary of activity: Puppet show -- Have several puppets available for the child to pick a favorite. Have a puppet stage available.

    Procedure: Ask children to pick the puppet they want to be and spontenously create a story. Have children one at a time on the stage. Listen very carefully to their conversation. (This will tell you much about the child.)

    Skills learned/developed: developing a conversation (language), learning how to express their emotions

11. Summary of activity: Provide the child with a tub or something similar with water and objects as spoons, cups, containers, small cars, blocks, etc.

    Procedure: After coming from outdoor play explain to the child the next activity which is water play. Tell the child he can do anything he wants in the tub full of water as long as he doesn't get in. The teacher must observe the child to see how he reacts or how plays with water. Is he calm (just softly touching the water or is he rough (splashing)?

    Skills learned/developed: labeling the different objects, controlling emotions

12. Summary of activity: This activity is done in group time. First of all we assume that children already know the small verse.

Procedure: Sit children on a circle and ask them to get a partner and to tell him the verse "where are your _____?" (Assuming they have learned it before). Then vice versa.

"Where are your eyes? Show me eyes that see."

"Where are your eyes? Shut them quietly."

"Where is your nose. Show me your nose that blows."

"Where is your nose? Show me your nose that wiggle it so."

"Where is your mouth? Open it wide."

"Where is your mouth? With teeth inside."

"Smile - - - Smile - - - Smile - - - Smile - - - Smile ."

Skills learned/developed: interacting with peers; learning the parts of the face

13. Summary of activity: Matching clothesline game -- Two lengths of clothesline rope are needed and colorful clothespins. Also on a box have a collection of items that can be matched/paired such as cards, alphabet letters, felt shapes, pictures.

Procedure: First one child gets something out from the box and pins one of the pair of picture cards on the first line. Then another child matches the card in sequence on a second line.

Skills learned/developed: New vocabulary words, matching/pairs

C. Core Curriculum: For Infants (6 mos. - 18 mos.)

Working with a varied mix of parent/child teams that include children's ages from 6 months to 13 years is a very challenging experience. The key to a more effective Intergenerational Literacy program is compatible grouping. Instructors should group parent/child teams according to age groups: Infants (6 mos.-18 mos.), Toddlers (2-3 years), Preschoolers (3-6 years).

When working with infants 6-18 months, it is strongly suggested that the class be limited to three (3) parent/child teams with only three (3) babies. In addition, an assistant should be available to assist with the babies while the lead teacher works with the parent. (Learning activity and LEA steps). If no assistant is available then the session should be composed of one parent/child team. This will allow the lead teacher quality time when working with the parent(s).

The following description of the 5-step process outlines strategies for working with infants and toddlers.

Step 1 INITIAL INQUIRY

(Parents alone with Instructor)

The initial inquiry step with infants and toddlers centers on modeling language behaviors and giving explanations to parents about their child's development. Topics can be pre-selected by the Instructor before the session or planned together with parents at the beginning of the session. The Instructor will use the baby as the focus of the parents' attention, helping parents become more sensitive and knowledgeable about their children. The Instructor will model speaking, gesturing, play activities with baby, explaining the value of these behaviors to the parents. Much of the interaction time is spent in giving explanations and answering parents' questions about the topic and/or about their babies. The Instructors try to link developmental milestones to literacy development.

Because a baby's attention span depends so much on his level of alertnesss, comfort level and temperament, the instructor should pay close attention to the babies and watch for signs of anxiety, frustration, hunger and sleepiness. Unhappy babies never cooperate.

Step 2 LEARNING ACTIVITY

(Parents and Babies together)

The activity developed during this period will focus on developing and evaluating parent behaviors with baby through infant stimulation activities. A list of these activities are attached at the end of this part, along with the materials needed for each activity. Parent behaviors to be modeled by the lead teacher will also be included under each activity.

Step 3 LEA ACTIVITY

(Parents alone or with baby)

Each instructor will use his/her discretion on the application of the Language Experience Approach with Infants. The LEA will again focus on giving parents those modeling experiences that reinforce literacy development ie., use of eye contact, listening for understanding of what child is able to comprehend, observing baby for emerging skills and expanding and reinforcing any attempts on the part of baby to speak, write, imitate, etc.

Step 4 STORY DEMONSTRATION

The teacher will pre-select a story book appropriate to the level of the infant. It is suggested that hard cardboard picture books with no print be introduced. Teacher models for parent the appropriate method for having baby focus on picture. Many times baby will glimpse at book, then look away, or worse, put book in his/her mouth. These are acceptable behaviors for all babies. It is important that these experiences continue until the baby begins to demonstrate an understanding for the ritual of story time and an understanding of the concept of book.

Step 5 HOME ACTIVITY

Parents should be encouraged to follow-up with an activity that was done at that week's session and to think of others that could be done at home with other members of the family. The goal, of course, is to help parents become more sensitive to the emergence of new skills and to encourage mastery of these new skills on the baby's road to literacy.

C.1. Example of Session with Infant

Topic: Physical Development

Step 1: INITIAL INQUIRY (LIMIT TO 15 MIN.)

Note: Assistant with babies:

While the Instructor works with parents, assistant will be supervising the babies play. (See list of activities for Infants after this section.)

Discussion centers on motor-physical development and its importance to the child's learning. Questions center on helping parents understand motor coordination and its relation to literacy, i.e., "What things have you seen your baby do?" (responses: sits up, crawls, grasps, babbles, rolls over, etc.)

The instructor will do an explanation of fine motor development and its relation to writing. Fine motor coordination (muscles in fingers/hands) are important pre-cursors to holding (crayon, pencil, spoon, etc.) to scribbling, to drawing, to writing. Instructor: "What things do you do to help your baby acquire these skills (holding, reaching, rolling, sitting, turning, standing, walking, etc.)?"

Instructor explains the infant stimulation activity that will be done during the session (standing) and its value to overall development. Example: "Have you noticed your baby attempting a standing position?" Example: "The skill can be encouraged as baby pulls to standing with support of your hands. You can help him/her make stepping movements while holding on to his arms." (7-8 months old). Get parents' feedback: "Have you noticed your child's interest in the skill of standing?"

Step 2: LEARNING ACTIVITY

Note: Instructor works with parents

Parents and babies work together: Demonstrate for parents the following infant stimulation activity:

Instructor: Lean child against chair in a sitting position and, using your hands, encourage baby to standing position. Then, gently help child make stepping motions while holding baby by the arms. Praise child: "You look so good standing there" (language development/social reinforcement).

Ask parents to practice this activity and to observe the baby's reaction. Explain to parents that the skill of standing requires much coordination and is a giant milestone for baby. Encouragement in the practice of these skills is essential. It helps baby practice, perfect and master them.

Step 3: L.E.A. (LIMIT TO 20 MIN.)

Note: Assistant takes babies to baby area and plays with them, using appropriate materials/toys. Normally babies explore material on their own and assistant supervises their play. Plan to have a wide variety of things for baby. (List of materials in appendix).

Instructor sits with parents, and asks them to write and/or talk about their impressions of their baby's skill. Instructor will write the comments of those parents that are non-writers.

Explain that the parents will start a log/journal where they will record their child's progress. There is no right or wrong way for the parents to write their impressions. Each parent reads her/his impressions to the group. Instructor rewards any attempt and answers questions from the parents.

Step 4: STORY TIME (LIMIT TO ABOUT 5 MIN.)

Note: Parents and babies are together for this step.

Have a book available for each parent/child team. The books should have colorful, clear, defineable pictures in hard paper (cardboard) or plastic. Pictures or photographs of familiar objects and events are the best, especially if some action is illustrated. Model with a baby: "Look, Monica, (holds Monica's hand, finger and points) see the baby giraffe . . . It's walking with her mommy. It's a very big giraffe." Gives eye contact to Monica (13 mos.) and says "bi..." Instructor expands, saying "yes, very big."

Instructor then encourages parents to practice the storytelling with their babies and goes from one parent-child team to the next, helping them, praising them and giving them more feedback.

Step 5: HOME ACTIVITY

Have parents observe and record another motor skill they notice their child perform at home into their log. Ask parents to help and encourage their babies in any new attempts. These impressions (recordings) will be discussed at the next session.

C.2. Other Activities for Infants (6 mos. - 18 mos.)

1. PURPOSE: Large motor development (6-18 mos.)

   MATERIALS NEEDED: None, parent/instructor give baby eye contact and reinforce baby when he smiles, coos, gurgles, babbles, etc.

   ACTIVITY:
   1. Place child on his back on the floor (on a blanket, or pad).
   2. Take his feet in your hands and bicycle for a few seconds.
   3. Move arms out from his body and then together in the front.
   4. Touch his hand to opposite foot in front.
   5. Have parent repeat the exercise with his/her child.

   LEA: Have parent write out observations about his/her child and read and share with the group. Enter these observations in child log. Answer questions relevant to value of baby exercises.

2. PURPOSE: Social development (3 mo. - 18 mo.)

   MATERIALS NEEDED: Blanket. (Follow recommendations on Number 1.)

   ACTIVITY:
   1. Place child on floor on blanket or pad.
   2. Cover baby and ask "where's baby?" or "where's _____ . (baby's name)
   3. Raise blanket, say "There he is!"
   4. Have parent practice with baby.

   LEA: Same as Number 1 above.

3. PURPOSE: Visual tracking (3 mo.- 8 mo.)

   MATERIALS NEEDED: Small bright toy. (Follow recommendations on number 1.)

   ACTIVITY:
   1. Let baby gain attention of the toy (place about 12 inches from baby's range of vision).
   2. Move it slowly near child's face. Encourage tracking with child's eyes.

3. Move toy slowly from left to right. Encourage tracking with child's eyes.
4. Have parents practice with their children.

LEA: Follow log writing/reading recommendations above.

4. PURPOSE: Auditory/visual/small motor development squeeze (6 mo. - 18 mo.)
MATERIALS NEEDED: Squeeze toy (bright and colorful). (Follow recommendations on Number 1.)
ACTIVITY: 1. Hand child the squeeze toy as you squeeze it.
2. Encourage child to handle the toy, look at it and squeeze it.
3. Squeeze child's hand on toy if child has been unable to squeeze it.
4. Have parents do the activity with their children.

LEA: Same as Number 1 above.

5. PURPOSE: Self-Discovery/visual perceptual development (6 mo. - 18 mo.)
MATERIALS NEEDED: Mirror for each child. (Follow recommendations on Number 1.)
ACTIVITY: 1. Have child hold mirror and gain eye contact with himself/herself - the reflection in mirror.
2. Observe for signs of recognition such as, smiles/touches the reflection/seeks approval from you.
3. Have parent do the activity with her/his child.

LEA: Same as Number 1 above.

6. PURPOSE - Language development (3 mo. - 8 Mo.)
MATERIALS NEEDED: None. (Follow recommendations on number 1.)
ACTIVITY: 1. Give baby eye contact.
2. Encourage baby to focus on your face.
3. Talk to baby/smile at him "Hello, little baby! How are you?"

4. Encourage baby's vocalizations.
5. Reward the baby's vocalizations, ie., "that was a smart thing you said!" Smile.
6. Have parents do the activity with baby.

LEA: Same as Number 1 above.

7. PURPOSE: Language development (8 mo. - 18 mo.)

MATERIALS NEEDED: child's favorite toy or other material from home, ie., baby's cup, spoon.

ACTIVITY:
1. Engage child in a conversation about their object.
2. Enhance, expand on child's attempt to imitate language ie., Instructor: "What is this pretty blue thing?" (rubber dog) _____ (child) "gy" Instructor: "What a nice doggy!"
3. Have parent practice conversing with child, using expansion and reinforcement of language.

LEA: Same as Number 1 above.

8. PURPOSE: Visual perceptual development (8 mo. - 18 mo.) small motor development.

MATERIALS NEEDED: lock blocks, preschool leggos.

ACTIVITY:
1. Have blocks at child's reach on floor. Have canister nearby.
2. Observe how child plays with blocks.
3. Notice any attempt on baby's part to connect the blocks. Reward if he/she does.
4. Notice any attempt on child's part to put blocks back in the canister.
5. Demonstrate for baby how to connect blocks using lots of language.
6. Encourage parents to work with their children.

LEA: Same as Number 1 above.

9. PURPOSE: Language development/parts of the body (6 mos.-18 mos.)

MATERIALS: None.

ACTIVITY:
1. Have baby facing you. Point to parts of the body and say them: "eyes, nose, mouth, ears, etc.)
2. Next have baby point to his body parts as you ask: "Where is your nose?" etc.
3. Encourage baby to say the body part, ie., "Yes, that's your nose! Say it!"
4. Reward all attempts by baby.
5. Have parents do the activity.

LEA: Same as Number 1 above.

10. PURPOSE: Social development (8 mos.-18 mos.)

MATERIALS: Balls, toy trucks, cars, dolls, etc.

ACTIVITY:
1. Have children in a circle on the floor.
2. Give one child a ball, say "Pass the ball to _____," pointing to the next child.
3. Repeat with second child - same command.
4. Use other toys as they go around from child to child.
5. Leave child alone if he doesn't want to pass and go on to the next child. (Eventually, all children will be passing).
6. Have parents practice this activity with the group.

LEA: Same as Number 1 above.

IV. EVALUATION NARRATIVE
1986-1987

In the light of the assumptions made regarding the design of the project and the curriculum, the evaluation methods used are accordingly unique.

To reiterate briefly, the assumptions made regarding the project have been:

1) Social context is of great importance in the literacy development process.
2) Oral language is an integral part of the literacy development process.
3) Learners know that written language has meaning, but when literacy is taught in segmented, isolated parts, many learners do not make the necessary cognitive connections between language function and form.
4) Literacy behaviors are not only used regarding books, but are apparent and necessary in many sociolinguistic activities.

Consequently, ethnographic methodology is being used for most of the project evaluation. Ethnographic evaluation methods have given a longitudinal perspective over the entire time span of the project and have provided a very complete picture of the natural parent-child instructional setting. Furthermore, because the hypotheses developed were grounded upon observational data this evaluation method has been more likely to lead to new insights and hypotheses.

In order to summarize and structure the data collected by means of field notes and observation checklists, the following narrative answers questions based on Henry's Cross-Cultural Outline of Education, (1960).

1. On what does the educational process focus?

In the Intergenerational Literacy Model Project the educational process focuses mainly upon literacy development. Literacy training includes, as mentioned elsewhere, not only activities involving written language, but also oral language, gesturing, drawing, and even playing. Furthermore, literacy behaviors are constantly emphasized by the project staff. For example, environmental print such as warning labels, street signs, and greeting cards is noted and its helping function stressed.

The literacy instruction has been enriched by training which stresses parenting skills and other general social survival skills.

2. How is the information communicated (teaching methods)?

As discussed in Section 3 the teaching methods involve a combination of large group, small group, and individualized instruction. During the INITIAL INQUIRY section at the beginning of each class the instructors use large group instruction in order to model the oral language skills. Even though this activity is teacher-centered, the instructors do try (usually successfully) to involve the whole group in discussion and conversation. Then, when the LEARNING ACTIVITIES and later the LANGUAGE EXPERIENCE APPROACH activity begin the parents and children are divided into family teams. In these small groups consisting of a parent and his or her child or children the instructors give guidance to facilitate the lesson. Then, on an individual level, the instructor consults with each parent during the class to give assistance.

3. Who educates?

In the parent-child classes there are several answers to this question. Obviously, the instructor educates. Yet, due to the nature of the learner-centered curriculum, much of the responsibility for learning falls upon the student. The instructor guides the parents in how to guide their children and gives the parents the freedom to proceed at their own pace and according to their own interests. This concept of learner freedom and learner responsibility can be quite anxiety-producing for many students, but the parents in the project seem to be comfortable with the concept. The project designers felt that in another way this manner of instruction would help the parents by helping them to maintain the parental role of guiding adult for their children.

Another aspect of education has been realized in the classes in the form of peer learning. Because the classes are small with so much social interaction, the parents become close to each other. They trust each other, admire each other, and consequently learn from each other. In both the large group discussions and the small group activities they learn from each others' strengths and each others' weaknesses.

Finally, perhaps the most dynamic educators of the project are the children. The children have been excited to be coming to "school" with their parents and to be participating in a "different" sort of class.

Consequently, they interact with a gusto that constantly keeps all the adults thinking. The children's ability to express themselves about what they understand or don't understand is helpful to the instructors, especially when the parents are feeling shy or simply too overwhelmed to comment. The children's enthusiasm with relating the activities of the class lesson to their school life and their home life guide the parents to participate in this important conceptual activity. Ultimately, their willingness to try virtually anything,

with the very real possibility of failure in some instances, in order to gain a skill is the greatest aspect of momentum for their parents--and the project staff.

4. How does the person being educated participate?

The parents involved in the project participate in a number of ways. The first, and often the most difficult way a parent participates is by taking the necessary logistical steps to get the family to the literacy classes. Any parent with young children appreciates the difficulty of attending any sort of appointment with one or more children. This particular population of learners experiences the common difficulties involved and often more complicating factors due to their lack of a stable family economy.

During the class itself, the parent participates in each of the five steps of the lessons. The INITIAL INQUIRY period demands that the parent participate in the conversation with the instructors and with the children and the other class members. The LEARNING ACTIVITY period demands that the parent do something with the children. In some cases, this is making a collage, actually fingerpainting, making pancakes, building with blocks, or going on a field trip to the library or the supermarket. The LANGUAGE EXPERIENCE APPROACH activity demands that the parent make some sort of a story with the child. Depending upon the age of the child and the ability level of the parent, this could involve simply labeling a picture that the child has made with simple words or phrases or writing a paragraph about an activity or writing a whole story about the theme topic. While, the STORYBOOK DEMONSTRATION consists of direct interaction of the instructors and the children, the parents are asked to pay close attention in order to learn the skills involved. Periodically, the instructors ask the parents to read a storybook to their children so they could practice the important technique. The HOME ACTIVITY

demands that the parent bring consistency to the learning process for themselves and their children. They are responsible for directing the home activity and reporting back to the class what happened.

5. How does the educator participate (what is his attitude)?

In the first place, an educator who undertakes an innovative project such as this one is an educator with several distinguishing characteristics. The educator must be creative both in terms of teaching techniques and in terms of creative problem solving. Finally, the educator must be uncommonly dedicated to the project--in this case, the literacy project. An educator without these characteristics could not deal with such a serendipitous instructional situation.

6. Are some things taught to some and not to others?

Because of the individualized nature of the LANGUAGE EXPERIENCE APPROACH activity and the small group situation of the LEARNING ACTIVITY, some parents are taught details regarding a particular topic and other parents other details. For example, during a lesson about "community helpers", some parent-child teams may be given details about police officers while other parent-child teams may be given details about musicians. Yet, the general skills and literacy behaviors are emphasized for all parents and children.

7. What are discontinuities in the educational process?

The discontinuities in the educational process are caused in some cases by families' inability to attend the class sessions regularly.

8. What limits the quantity and quality of information a child (or learner) receives from a teacher?

As mentioned in Section 4, when certain social issues are negatively affecting the adults in terms of embarrassment or in terms of years of compensation for skills that are considered necessary for contributing members of society to function, the adults are afraid to take the necessary risks in order to acquire new skills and behaviors.

9. What forms of conduct control (discipline) are used?

In almost all cases, there has been no need for external conduct control on the part of the instructor. The class management, the learner-centered curriculum, and the fact that there is so much nurturing, attention by the instructors and the parents seems to provide a form of preventive discipline.

10. What is the relation between the intent and the results of education?

The relation is that the results of this educational project are much more complex and far-reaching than was the original intent of the education. The original intent was simply to teach the parents how to help their children improve their literacy skills while at the same time help the parents to improve their own skills. The result

has been a complex series of interwoven occurrences ranging from sociological issues to learning theory issues.

11. How long does the process of formal education last?

The original project design called for the parents to participate for six months in the project. Some parents had to drop out long before completing their six months due to extenuating circumstances. Other parents have stayed in the project longer than six months for various reasons that make their transferring to other formal educational settings difficult or impossible.

REFERENCE

Henry, J. (1960). The cross cultural outline of education. Current Anthropology, 269-305.

V. EVALUATION NARRATIVE
1987-1988

The following evaluation narrative, as the evaluation of the 1986-87 project, uses Henry's Cross-Cultural outline of Education (1960) to summarize and structure the data collected by means of field notes and observation checklists. However, while the evaluation narrative of 1986-87 reflects data collected El Paso Community College staff at demonstration classes, this evaluation narrative reflects data collected by Adult Basic Education instructors who implemented the intergenerational literacy model project at the Ysleta Pre-kindergarten Center at Ysleta Independent School District in El Paso, Texas.

1. On what does the educational process focus?

As in all Intergenerational Literacy classes the education focuses on oral and written language, play, and the intangible social dynamics that occur between parent and child. In addition these classes also focused on the bilingual and bicultural aspects of literacy development.

2. How is information communicated (teaching methods)?

As in the first year's model, the information is communicated through a combination of large group, small group, and individualized instruction. The five sequential elements of the curriculum model (initial inquiry, learning activity, language experience approach activity, storybook demonstration, and home activity choices) were used.

3. Who educates?

Naturally the instructors educate and serve as facilitators during the classes. However, this particular population of parents took a major role in the class sessions. This is assumably due in part to the nature of the Ysleta Pre-K program itself and the strong parent involvement component. The parents are required to participate in various ways in their child's education and are strong advocates of this process. Consequently, their enthusiasm with participation in the Intergenerational Literacy Project is a logical extension of this involvement.

Furthermore, as in the first year's project, the children also took a major role in peer education. Confirming perhaps some of the assumptions regarding the importance of social context in the literacy development process, the interactions of the children in these classes seemed to be rich in comfortable, compatible peer exchanges. This quality relationship among students may be due in part to the fact that they are all students at the Pre-K center with similiar exposure to experiences and people.

4. How does the person being educated participate?

To exerpt briefly, directly from field notes:

AFFECTIVE LITERACY BEHAVIORS

(SELF)		(OTHERS)	
Risk Taking	Uses Prior Knowledge	Listening	Questioning
Child 1 response: I'll draw a truck.	Yes, in the first lesson the color black (his favorite). Always picks the marker or crayon black.	Very attentive when story telling or reading.	Child 1 asks: What does a fireman do?

LITERACY BEHAVIORS FOR PURPOSE OF SOCIAL INTERACTION

Observer _____ Date _____

NAME	ORAL GESTURE	LANGUAGE	DRAWING	PRINT RECOG-NITION READING
Child 1	twinkles eyes and smiles	says his name	picture of a truck	writes his name
Child 1 Mom 1	tells Child 1 to use other colors beside black	Draw a truck.		Mom 1 helps Child 1
Child 1	Looks at Mom 1 and picks color black	I like black color	drew a picture of a truck	Paraphrase the word truck on drawing
Mom 1	Is happy with son	That's a pretty drawing.	what is the name of the picture	write the name of the drawing

5. How does the education participate (What is his attitude)?

The instructors showed a great deal of knowledge and respect for the individual differences and similarities of the families in terms of culture, language, childrearing practices and prior knowledge. This professional sensitivity is invaluable in any teaching situation but especially in classes of this type. Initially, the educators were slightly skeptical about the non-traditional nature of the curriculum and were a bit slow to shift from traditional drilling and word recognition to the more holistic approach. Yet, with encouragement from El Paso Community College staff and from the increasing literacy behaviors of the students, risk taking became easier for the educators.

6. Are some things taught to some and not to others?

In spite of the individualized content instruction and remedial needs instruction, the general skill instruction and constant emphasis on literacy behaviors is offered for all families.

7. What are discontinuities in the educational process?

The universal problem is lack of consistent attendance on some families' part and continues to plague the staff.

8. What limits the quantity and quality of information a child (or learner) receives from a teacher?

As was the case in the previous year, some cases of limited quality of education were a result of inability to take risks on the part of all participants in the class. However due to the flexible nature of the curriculum and the importance placed on social context, trust among participants encouraged risk-taking.

9. What forms of conduct control (discipline) are used?

Again, there seems to have been very little need for external conduct control on the part of the instructor. The intrinsic self motivation on the part of both parents and children seems to affect this.

10. What is the relation between the intent and the results of education?

The intent was to encourage and instruct the parents in the development of literacy behaviors for their own benefit and for the benefit of their providing instruction for their children. The results indicate that this was achieved to some degree, with potential for improvement.

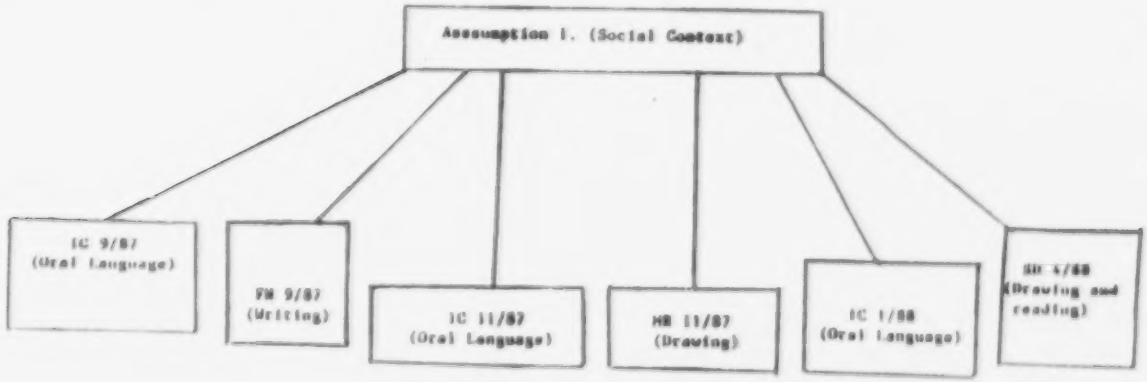
11. How long does the process of formal education last?

This project in the Pre-K Center lasted approximately four months. It is hoped that more parent-child classes will be provided when the new school year begins.

Reference

Henry, J. (1960). The Cross-Cultural Outline of Education. Current Anthropology, 269-305.

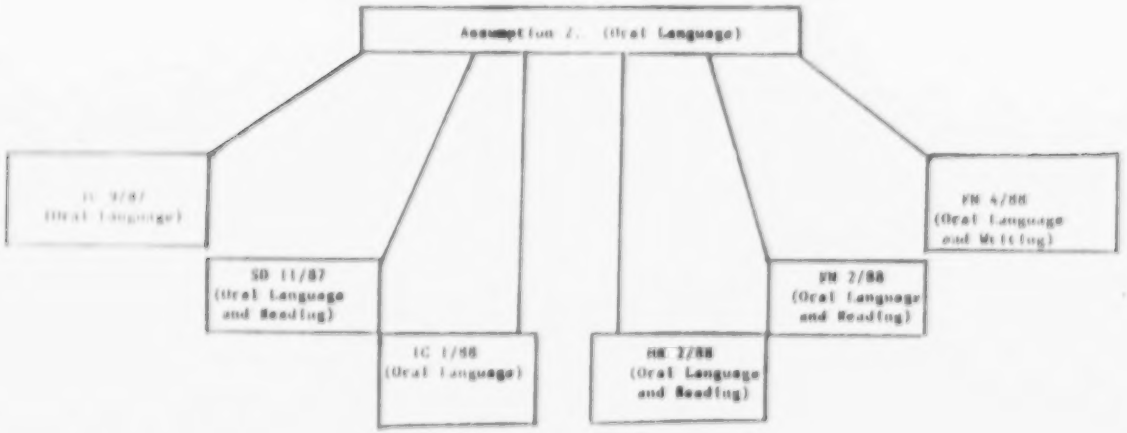
EXAMPLES OF LITERACY BEHAVIORS WHICH SUPPORT PROJECT ASSUMPTIONS



Medium of Documentation:
FN = Field Note Excerpt; IC = Interview Comment; SD = Site Document (memo poster);
MR = Machine Recording (Audiotape, videotape)

Specific Literacy Behavior as Evidence:
Oral Language
Drawing
Writing
Print Recognition and Reading

EXAMPLES OF LITERACY BEHAVIORS WHICH ~~PROJECT~~ ASSUMPTIONS



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Specific Literacy Behavior as Evidence:
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Print Recognition and Reading

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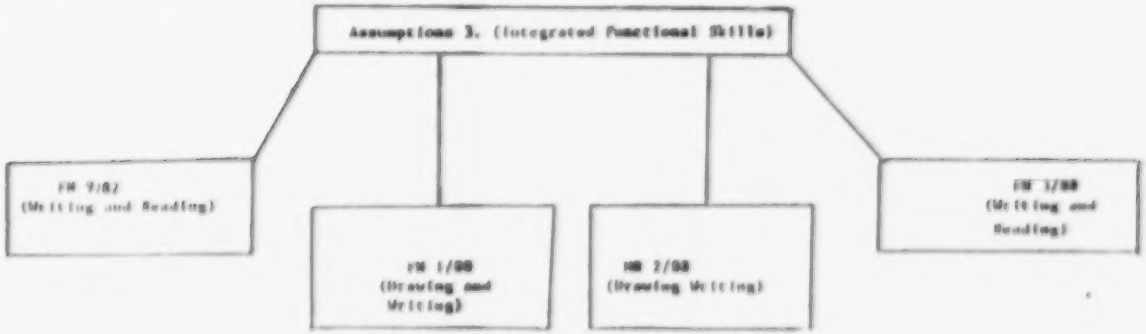

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Specific Literacy Behavior as Evidence:
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Drawing
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Print Recognition and Reading

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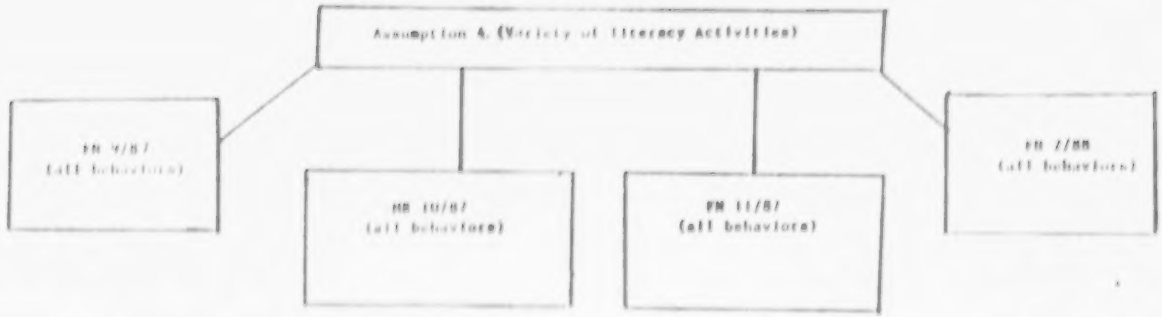


Medium of Documentation:
FN = Field Note Excerpt; IC = Interview Comment; SD = Site Document (memo poster);
TM = Machine Recording (Audiotape, videotape)

Specific Literacy Behavior as Evidence:
Drawing
Writing
Print Recognition and Reading

VI. CASE STUDY SUMMARY SAMPLE MOTHER AND DAUGHTER (1986-1987)

(NOTE: The following persons' names are fictional, although the case and the persons are real. We have changed names to protect the confidentiality and privacy of the project participants.)

One type of study engaged in by the project staff has been that of case study of some of the parent-child teams. The case study method of evaluating students has been particularly appropriate for this project for several reasons. First of all, due to the emphasis placed upon the individual needs and interests of the students and the emphasis of the social context of the parent-child interaction, the case study approach allows information to be gathered and analyzed about students' progress without comparing students to each other or to some arbitrary "norm". The flexibility of the method reflects the flexibility of the curriculum. In addition, the case study method allows the patterns of literacy behaviors which develop in the students to be traced -- without jeopardizing the students' individuality because of the individual social context. These patterns though they be individual (in terms of each student) in form do emerge to support the assumptions made in the project design. The patterns reveal that while literacy development must be personal and unique for each learner, it does not happen in a vacuum. Patterns reveal purpose, and we believe, potential.

KNOWN BACKGROUND OF VERONICA AND SONIA

Veronica is a hispanic mother of three daughters, ages 15, 13 and 4 (Sonia). Veronica lives with her three daughters and her husband in an apartment building across the Literacy Center. She has been coming to the Center since her arrival from Las Vegas, Nevada the summer of 1986. She started with our literacy tutoring program, then joined the Intergenerational

Literacy Project. The husband, Julio, supports all of Veronica's efforts and has commented on how proud he feels at his wife's accomplishments. Veronica now reads and speaks English quite competently.

CASE STUDY ANALYSIS

In "Fieldwork in Educational Research", Erickson, Florie, and Buschman (1980) pose the following questions:

1. What is happening, specifically, in social action that takes place in this particular setting?
2. What do these actions mean to the actors involved in them, at the moment the actions took place?
3. How are the happenings organized in patterns of social organization and learned cultural principles for the conduct of everyday life -- How, in other words, are people in the immediate setting consistently present to each other as environments for one another's meaningful actions?
4. How is what is happening in this setting as a whole (i.e., the classroom) related to happenings at other system levels outside and inside the setting (e.g., the school building, a child's family, the school system, federal government mandates regarding mainstreaming)?
5. How do the ways everyday life in this setting is organized compare with other ways of organizing social life in a wide range of settings in other places and at other times? (Erickson, 1988, p.121)

The authors maintain that answers are needed to these questions for five reasons.

1. Because it is often difficult to the "invisibility of everyday life", if what is happening is documented systematically it can become visible.
2. There is a need to note concrete details for a more specific understanding of what teaching and learning take place.

3. Local, personal meaning for behaviors can be explained and documented.
4. Comparative understanding of different social settings can be analyzed.
5. A comparative understanding beyond the immediate circumstances of the local setting can be developed. (Erickson, 122.)

Thus, in the case of Veronica and her daughter, Sonia, a long (8 months) and intricate record of intergenerational literacy participation can be summarized in the answers to these questions.

1. What is happening, specifically, in social action that takes place in this particular setting?

Veronica initially came to the classes with an ever-polite, but extremely shy and reserved manner. Over the months, she developed in her participation to reveal many astute and intellectually perceptive contributions to finally gaining enough confidence to model strong and effective parenting and literacy behaviors for her child. Sonia came to the classes initially using very little oral language or drawing and showed very little interest in written language. By the end of the class sequence, she exhibited all observed literacy behaviors in both English and Spanish.

2. What do these actions mean to the actors involved in them, at the moment the actions took place?

The literacy behaviors, both on the part of the mother and the child, began to develop as soon as trust was established with the instructor. Then, the behaviors gained momentum through the hands-on types of activities done in the class and literacy development hypothesis-making was encouraged both in their native language and their target language. Then, the literacy behaviors

flourished as the parent and child began to transfer what they had learned in the class to what was happening in their lives. This could be seen in the planning and the [execution] of the quinceanera (a traditional party for young girls that turn 15) in the Spring for her 15 year-old daughter.

3. **How are the happenings organized in patterns of social organization and learned cultural principles for the conduct of everyday life. How, in other words, are people in the immediate setting consistently present to each other as environments for one another's meaningful actions?**

The social context of the mother/daughter relationship brought natural, consistent motivation to the setting for both. The examples of a give-and-take learning situation were seen in every class meeting. The mother related stories told by relatives and the daughter reminded her of what she'd forgotten. The child drew Valentine cards and the mother wrote the verse. The mother named and labeled geometric shapes in Spanish and the child named and labeled them in English. The meaningful interactions were endless.

4. **How is what is happening in this setting as a whole (i.e., the classroom) related to happenings at other system levels outside and inside the setting (e.g., the school building, a child's family, the school system, federal government mandates regarding mainstreaming)?**

What is happening in this setting without a doubt has made the family's function in other systems more effective and easier.

The mother has commented regarding more meaningful family interactions: "My only regret is that I didn't do this with my older girls", more understanding of government service systems, and she has said that she can see Sonia's adjustment to kindergarten being made easier by their participation in the classes.

5. How do the ways everyday life in this setting is organized compare with other ways of organizing social life in a wide range of setting in other places and at other times?

As mentioned elsewhere in this handbook, it is believed by the staff that this setting is organized much more closely to reflect real life than is a traditional school setting. We feel that this is a major reason the students have generally succeeded here, and in many cases, failed in traditional school.

Furthermore, in addition to compiling frequency checklists of the increases in literacy behaviors, other implications from the data are made. As Erickson (1988) advises, "the research is looking for patterns of generalization within the case at hand, rather than for generalization from one case or setting to another." Erickson (1988) has developed a model to show key linkages between data and assertions.

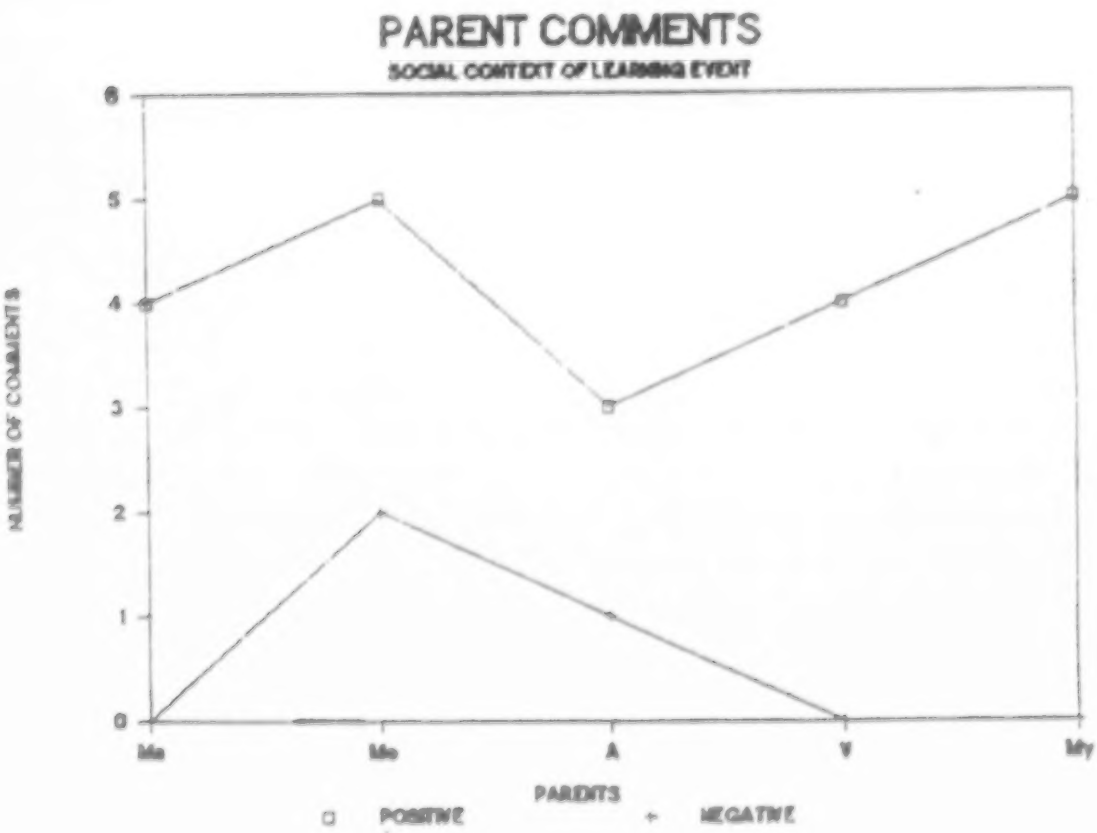
This model can be used to show how the case of Veronica and Sonia relates to the four assumptions of the Intergenerational Literacy Model Project. The assumptions are:

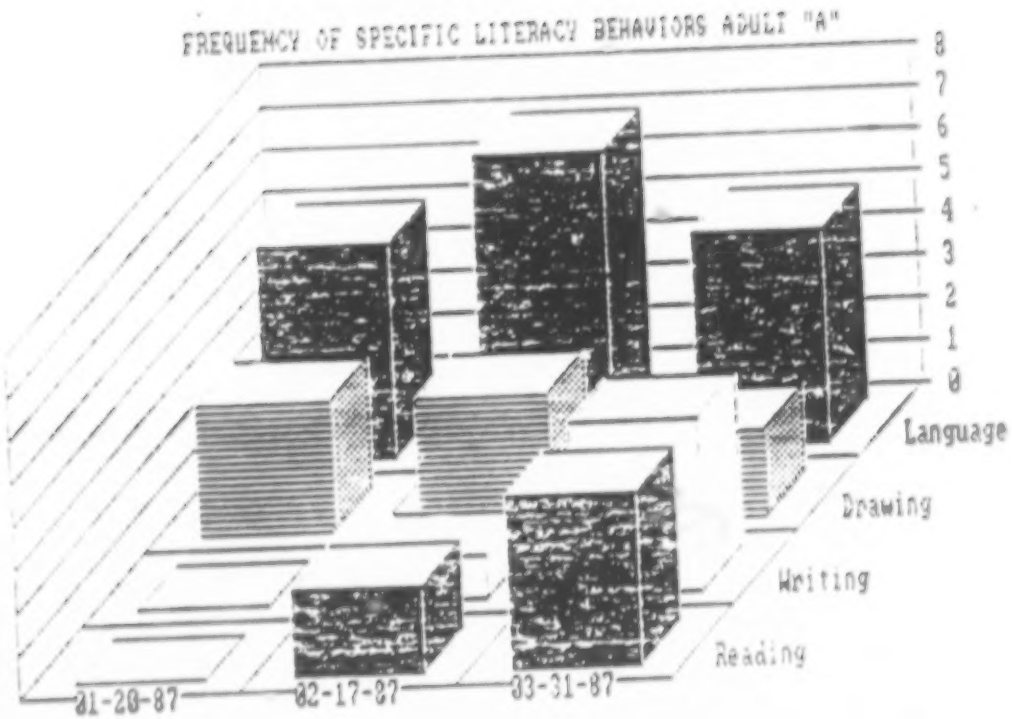
1. Social context is of utmost importance in the child's learning in general and in literacy development specifically. (Quintero, 1986; Goodman, 1984; Harste, Woodward, & Burke, 1984; Heath, 1982.)

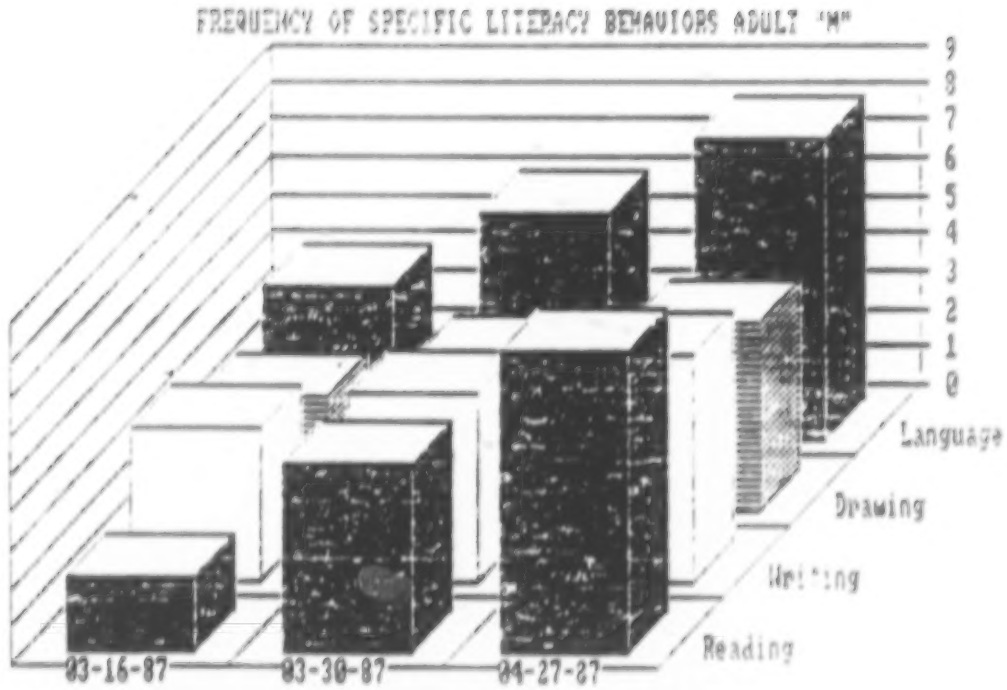
2. Oral language is an integral part of the literacy development process. Oral language is also strongly affected by social context. (Tough, 1979; Parker, 1978; Halliday, 1976.)
3. Learners enter school knowing that written language has meaning but they cannot understand print usage when it is presented to them as isolated letters and sounds. (Ferreiro & Teberosky, 1982; Clay, 1975: Lindfors, 1980.)
4. Literacy behaviors are not specific only to books, but rather encompass many sociolinguistic activities. (Herrera, 1986; Quintero, 1986; Anderson & Stokes, 1984.)

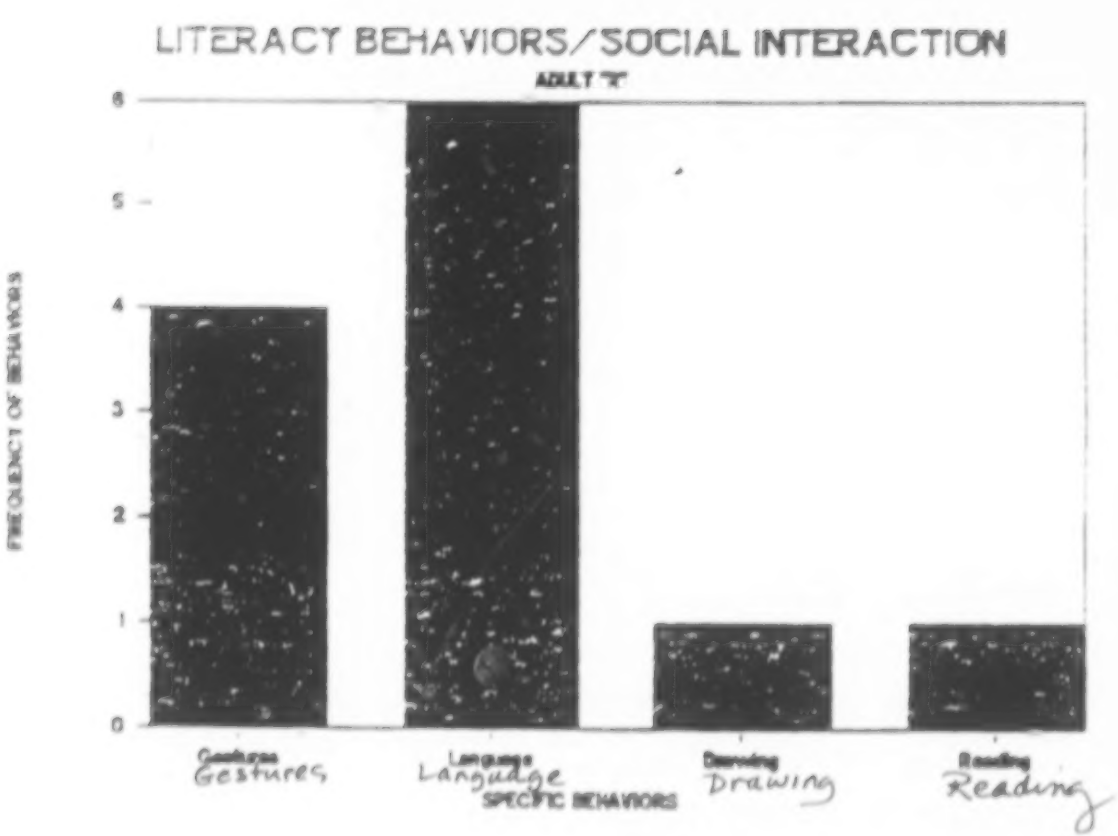
VII. SAMPLE GRAPHIC INFORMATION

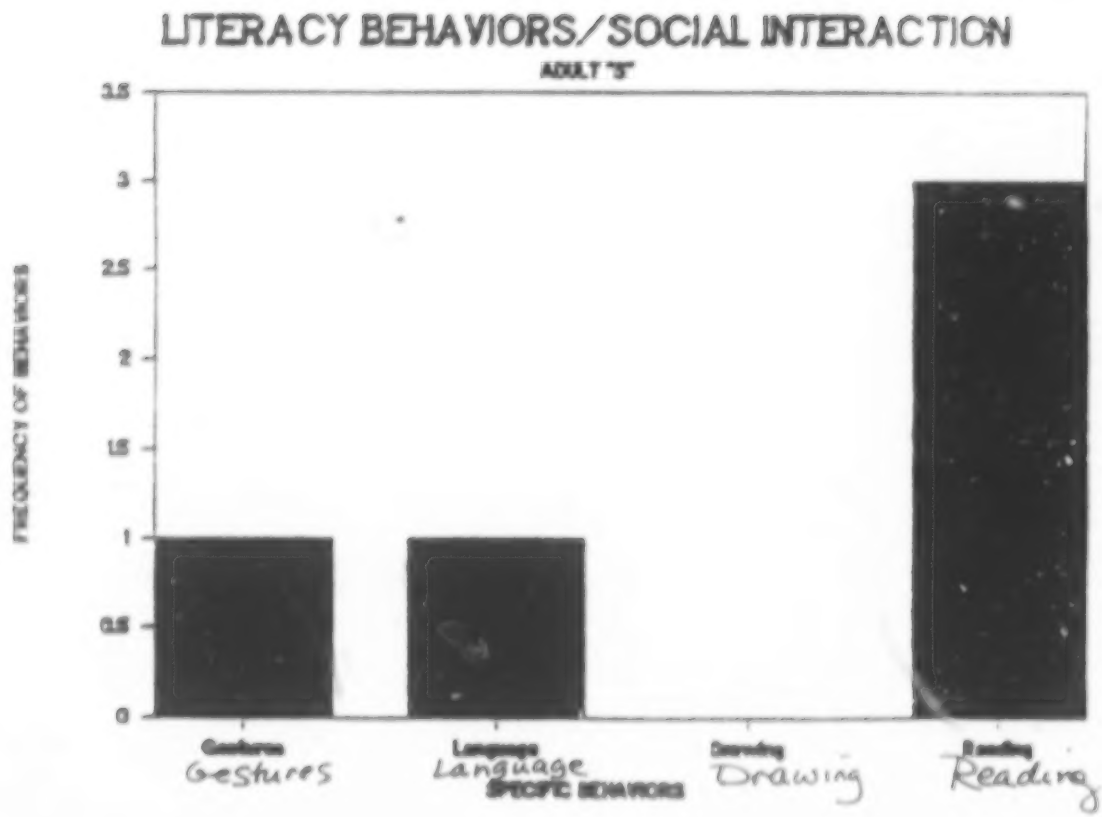
The following graphs were designed from data collected on the previously mentioned ethnographic evaluation forms.




FREQUENCY OF SPECIFIC LITERACY BEHAVIORS ADULT "A"
8
7
6
5
4
3
2
1
0
Language
Drawing
Writing
Reading
01-20-87
02-17-87
03-31-87
Frequency of Behavior


FREQUENCY OF SPECIFIC LITERACY BEHAVIORS ADULT "M"
9
8
7
6
5
4
3
2
1
0
Language
Drawing
Writing
Reading
03-16-87
03-30-87
04-27-87
Frequency of Behavior


LITERACY BEHAVIORS/SOCIAL INTERACTION
ADULT "A"
FREQUENCY OF BEHAVIORS
0
1
2
3
4
5
6
Gestures
Language
Drawing
Reading
SPECIFIC BEHAVIORS


LITERACY BEHAVIORS/SOCIAL INTERACTION
ADULT "S"
FREQUENCY OF BEHAVIORS
3.5
3
2.5
2
1.5
1
0.5
0
Gestures
Language
Drawing
Reading
SPECIFIC BEHAVIORS

VIII. SAMPLE EVALUATION FORMS

Instructor Field Notes

Observations	Comments & Recommendations

Specific Literacy Behavior

	Oral Language	Drawing	Writing	Reading
Parent:				
Child:				

SOCIAL CONTEXT AFFECTING LITERACY BEHAVIORS

Observer Date

NAME	POSITIVE	NEGATIVE

LITERACY BEHAVIORS FOR PURPOSE OF SOCIAL INTERACTION

Observer _____ Date _____

NAME	GESTURE	ORAL LANGUAGE	DRAWING	PRINT RECOGNITION READING

Parents Participation Comments

Date:

Comments:

Follow-up:

Date:

Comments:

Follow-up:

Date:

Comments:

Follow-up:

Intergenerational Literacy Model Project

Volunteer Participant Weekly Report

Date:

Specific Areas of Participant:

Observations and Comments:

AFFECTIVE LITERACY BEHAVIORS

(SELF) (OTHERS)

INTERGENERATIONAL LITERACY PROJECT

5 - Step Curriculum
Literacy Behaviors (modeled behaviors for participant)

ITIAL INQUIRY	LEARNING ACTIVITY	LANGUAGE EXPERIENCE APPROACH	STORY TIME (may or may not relate to theme).	HOME ACTIVITY
ffective listening	*Continue with language enhancement (see initial inquiry)	*Adult, child express feelings about activity (Learning activity)	*Lead teacher reads to parents and children	*Encourage story-telling/ story writing at home ie., put together a book about colors (theme)
orrect response o questioning	*Manipulation of variety of material	*Lead teacher or parent labels drawing or writes a story about the drawing	*Asks questions during story	*Encourage discussions at home with all family on various topics of interest
ye contact	*Use of small muscles - practice (Hands-on)	*Adult(parent) and child read their story and/or labels out loud	*Points out specific conceptual information to parent and child from illustrations and story line	
xpansion/follow-up f language used by dult and child	*Exploration of colors/ (labeling, mixing) (depends on the topic)	*The drawings and their stories are displayed	*Encourage recall	
abeling/adding new ocabulary			*Asks child, parent to retell story - part they liked best, etc.	
xplaining processes			*Allows time for parent,child to ask questions, make comments, relate to story	
			*Parent may tell a story vs. reading a story	

IX. TEACHING TIPS

Surely, it has become obvious that while the instructor teaching in the Intergenerational Literacy Model Project has a great deal of creative freedom, that instructor also has a tremendous challenge. In these classes, in fact, the challenge is triple that in a traditional classroom. Every teacher in the world knows that the teacher influences children by encouraging them to explore, to initiate, to question, to struggle with difficult questions, and to be active rather than passive learners. However, the teachers in these classes are responsible for influencing the children AND the parent AND the manner in which the parents influence their own children.

This complex responsibility dramatizes Paulo Freire's Statement:

> . . . There is no such thing as a neutral educational process. Education either functions as an instrument which is used to facilitate the integration of the younger generation into the logic of the present system and bring about conformity to it, or it becomes "the practice of freedom," the means by which men and women deal critically and creatively with reality and discover how to participate in the trans-formation of their world. (In the forward to Paulo Freire's PEDAGOGY OF THE OPPRESSED, 1972.)

Consequently, the instructors undertaking this challenge must be wished good luck, good management, and as many suggestions as possible.

The first suggestion for an instructor deals with some helpful self-education. Considering the diversity of the "illiterate" population in our society, some reading and reflecting about the principles of multicultral education are always helpful. Many of our students are ethnically diverse or linguistically diverse, but ALL are experientially diverse. Thus, five of the emphases often discussed in multicultural education seem especially pertinent:

1. Respect others' cultures and values.
2. Help all students to function in a multicultural, multiracial society.
3. Develop a positive self concept.
4. Help students experience both their differences and similarities as human beings in positive ways.
5. Encourage students to experience people of diverse cultures working together as unique parts of a whole community.

SUGGESTIONS REGARDING SOCIAL CONTEXT

1) Instructors must have intense perception regarding feelings of participants.
2) Instructors must be aware of learning styles of the participants and conduct the class accordingly (small groups with lots of privacy or large groups with lots of comradery.)
3) Instructors must give the adults many opportunities in which they can succeed -- especially in the eyes of their children.
4) Instructors must provide access to general counseling services or a referral network of personal support services for participants.

Some helpful readings in the area of multicultural education are found in:

Kendall, Francis E. (1983). Diversity in the classroom. New York: Teacher's College Press, Columbia University.

Banks, James A. (1979). Teaching strategies for ethnic studies. Boston, MA: Allyn & Bacon.

Baker, Gwendolyn C. (1983). Planning for multicultural instruction. Reading, MA: Addison Wesley.

PIAGET'S PERIODS OF COGNITIVE DEVELOPMENT

[illegible]	Name	Characteristics	Major Acquisitions	Literacy Behaviors
[illegible]	Sensorimotor	Infant uses senses and motor abilities to understand the world. This period begins with reflexes and ends with complex coordinations of sensorimotor skills.	The infant learns that an object still exists when it is out of sight (object permanence) and begins to remember and imagine experiences (mental representation).	The child is intent on experiencing all objects with as many senses as possible - especially taste and touch. The child moves quickly from one activity to another - the more sensory oriented the activity, the longer the attention span.
[illegible]	Preoperational	The child uses symbolic thinking, including language, to understand the world. Most thinking is egocentric, which means that children understand the world from only one perspective, their own.	The imagination flourishes. Children gradually begin to decenter, or become less egocentric, and to understand other points of view.	Children love to discuss personal experiences and fantasies. They experiment with reality vs. fantasy. They usually enjoy drawing, "writing", and talking for their own social purposes.
[illegible]	Concrete Operational	The child understands and applies logical operations, or principles, to help interpret specific experiences or perceptions.	By applying logical abilities, children learn to understand the basic ideas of conservation, number, classification, and many other concrete ideas.	Children enjoy using their newly acquired "logic" for number activities, stories, games and solving mysteries. They become experts comparing and contrasting activities.
[illegible]	Formal Operational	The adolescent or adult is able to think about abstractions and hypothetical concepts. During adolescence, this glimpse of the vast complexity of knowledge leads some to believe they understand nothing and others to believe they are on the verge of understanding everything.	There evolves the idea that there are many answers to every question, and many questions about every answer. Ethics, politics, and all social and moral issues become more interesting and involving.	All higher level thinking skills are possible. Activities which include synthesis, elaboration, analysis and creativity should be encouraged.

The Language Experience Approach

Another suggestion for instructors is to become familiar with The Language Experience Approach. Since the instructor of these classes deals both with the adults and the children at the same time, it is necessary to understand the technique as it is used with adults and as it is used with children.

The following explanation of the Language Experience Approach is given during tutor training at El Paso Community College for use by the tutors with adults.

The Language Experience Approach, also known as the language arts approach, is an approach to learning to read in which the students' or group's own words or oral compositions are written down and used as material of instruction for reading, writing, speaking, and listening. (Dictionary of Reading and Related Terms)

The experience story expressed in the student's own words may be an account of a personal experience, a retelling of a news item, or an opinion on an item of public interest. It may be a summary of a magazine article or a comment on an excerpt from a novel or textbook. Anything of interest to the student may be used as the topic of the experience story.

The Language Experience Approach is used to develop comprehension and to teach word recognition through context. In addition, experience stories are helpful in developing a student's sight word vocabulary and in helping the student acquire the word recognition skills of phonics and word patterns.

The Language Experience Approach also provides several other advantages important to teaching individuals to read. First, the materials to be read are composed of vocabulary which is already part of the student's spoken language. Thus, the material is meaningful the moment the student can recognize the printed words. In addition, the topic of the experience story is something that interests the student, the student is involved in the lesson from the beginning. Often, upon seeing his/her spoken words "elevated" to written form, the student is motivated to commit to learning. Finally, the language experience story gives the tutor a good idea of the student's likes, dislikes, and interests that can help in selecting other reading materials.

BRIEF DESCRIPTION OF STEPS IN THE LANGUAGE EXPERIENCE

1. Identify an Experience through Conversation

The tutor may converse with the student with the end of having the student talk about something of interest. Questions are posed that will elicit stories, descriptions, opinions, etc. from the student. Or, the tutor may read aloud a newspaper article or any other printed matter on a topic which was determined to be of interest to the student at a previous session.

2. Record the Student's Dictation

The tutor records the story, opinion, commentary dictated by student exactly as spoken. Do not worry about grammatical errors. These can be corrected at another time.

3. Read the Dictation

The tutor then reads the student's dictation aloud and points to the words as he/she reads. The student is asked to follow along to see each word as it is spoken. The tutor and the student then read the material together. Finally, the student reads the material with the tutor's assistance whenever necessary.

4. Select Words for Instruction

The tutor selects three or four words. The student selects three or four words that he/she feels are important to learn. These words are taught as sight words. The tutor or student, if he/she is able to do so, writes the words on quartered 3x5 cards. The student reads the words aloud assisted by the tutor when necessary. The student then matches the cards to the story and reads the words again.

5. Review and Adapt

The student rereads the material. Further discussion on the topic may generate additional sentences to the material and provide additional words for instruction. The tutor may pick words to teach a phonics lesson or a word pattern lesson. The student is given the word cards and a copy of the dictation to take home.

COMPILED BY MARIA GOMEZ, READING INSTRUCTOR, EL PASO COMMUNITY COLLEGE

REFERENCES

Harris, T. L., and Hodges, R. E., Coeditors. (1981). A Dictionary of Reading and Related Terms. Newark, DE: International Reading Association, Inc.

Covin, R. J., and Root, J. H., (1981). Tutor Revised Edition. Syracuse, NY: Literacy Volunteers of America, Inc.

Hall, M. The Language Experience Approach for Teaching Reading, A Research Perspective. Newark, DE: International Reading Association.

THE LANGUAGE EXPERIENCE APPROACH FOR CHILDREN

The Language Experience Approach for Children is based upon the same principles mentioned previously and actually follow the steps #1 through #5 -- with some variations.

Step 1 is to identify an experience through conversation or discuss a child's drawing or discuss an activity recently shared (making pancakes, building a firehouse with blocks, or fingerpainting, etc.)

Step 2 is to record the student's dictation or in the case of a young child who is not yet reading, label identified objects in a drawing or make single word or simple phase labels on an index card for the firehouse construction, etc., or label a set of drawings which the child has done about the same theme so they can be put together for some hypothesizing.

Step 3 is to read the dictation or read the labels.

Step 4 is to select words for instruction or ask the child to select words for instruction.

Step 5 is to review and adapt or in the case of children, to write or scribble or draw the new words.

However

From this writer's viewpoint, much more tolerance and understanding of the nature of children's literacy development is needed. For example, Sylvia Ashton Warner, developer of a technique called Key Vocabulary and Organic Reading which is similar to the Language Experience Approach, explains:

> *First words must have an intense meaning.*
> *First words must be already part of the dynamic life.*
> *First books must be made of the stuff of the child himself.*

Sylvia Ashton-Warner taught Maori children in Australia. The key vocabulary was the process of the children individually choosing a personal "word" each day -- a word, any word, that had meaning or the child. After a child collected and learned a number of words, these words were used together to form books for organic reading. This brilliant teacher, in her work, TEACHER (1963, Simon & Schuster, Inc.) published a set of maxims for teaching of reading to her young students. Some of these maxims are:

Maxims

(In Preparation of Maori Infant Reading)

The Key Vocabulary centers round the two main instincts -- fear and sex.

The Key Vocabulary varies from on locality to another and from one race to another.

Backward readers have a private Key Vocabulary which once found launches them into reading.

The power of content of a word can be determined better from a backward reader than from an average reader.

The length of a word has no relation to its power content.

In all matters in a Maori infant room there is a Maori standard as well as a European one.

X. NEWS FOR PARENTS

The following excerpts from READING TODAY, a bimonthly newspaper of the International Reading Association, are ideas that can be helpful to parents and instructors as well.

News for Parents

Edited by John Micklos

Building reading readiness skills

by Nicholas P Criscuolo

Parents can help their preschool child develop reading readiness skills at home. These skills will help the child during the beginning stages of reading instruction. Below are some simple activities listed below can help your child develop important reading readiness skills.

- Place six to eight objects (such as a pencil, crayon, toy car or paper clip) on a table. While your child's eyes are closed, remove one object. See if the child can name the missing object.
- Select an interesting picture. Talk with your child about the objects that are in the picture. Then hide the picture and see how many objects the child can recall.
- Collect items that have distinctive odors, such as onions, lemons, perfume and soap. Place each object in a separate brown lunch bag. Ask your child to close his or her eyes, smell the object and try to identify it.
- Ask your child to listen carefully and clap if you say the same word twice. The child should not clap if the words are different. For example: stop stop (clap), pan pan (don't clap).
- Show your child a picture and discuss the action it shows. Then ask your child what might happen next. For instance, if the picture shows a child climbing a tree, he or she might be going to hide, to pick an apple, or to get the cat down.
- Each week, tape a different letter onto an empty shoe box. Talk about the sound that the letter makes. Have your child look for objects that begin with that sound and put the objects in the box.
- Use a large carton to keep discarded items such as paper towel rolls, scraps of material, yarn, paper bags, used styrofoam cups, paper plates and scraps of gift wrapping paper. In the same carton, keep donated crayons, construction paper and pencils. Allow your child to use these materials to create things. Mail, label, and write stories about your child's creations if the child requests it.

(Nicholas P. Criscuolo is supervisor of reading for the New Haven, Connecticut, Public Schools and a former member of the IRA Board of Directors.)

Sports figures name favorite children's books

Reading Is Fundamental (RIF) recently celebrated its twentieth anniversary. As part of the celebration, RIF asked a number of famous people to autograph and donate a copy of their favorite children's book. The following sports teams and sports personalities participated, naming the listed children's books as their favorites. Children may want to read these books that sports stars have enjoyed.

- Baltimore Orioles, *Complete Adventures of Peter Rabbit*, Beatrix Potter, Frederick Warne
- Boston Braves, *Peter Rabbit and Other Stories*, Beatrix Potter, Castle Books
- Boston Celtics, *Charlotte's Web*, E. B. White, Harper and Row
- Boston Red Sox, *Treasure Island*, Robert Louis Stevenson, Grosset and Dunlap
- Michael Jordan (Chicago Bulls), *The Cat in the Hat*, Dr. Seuss, Random House
- New York Giants, *Wheels*, Isaac Bleh Thomas, Clarion Books
- New York Jets, *Football ABC*, Lowell A. Dickmeyer, Lerner Publications
- New York Mets, *Baseball ABC*, Lowell A. Dickmeyer, Lerner Publications
- New York Yankees, *The Bear Who Won the Pennant*, Matt Christopher, Little, Brown and Company
- Bernie Parent (Philadelphia Flyers), *Robin Hood*, Paul Creswick, Scribners
- Philadelphia 76ers, *Treasury of Fairy Tales*, Derrydale Books
- Anne White (tennis star), *Curious George*, H. A. Rey, Houghton Mifflin

Preparing for a successful parent-teacher conference

"Parents and teachers must work together as a team to solve problems and to develop strategies to help children in school," says Ann Kahn, president of the National PTA. "One of the best ways to accomplish this is at an effective parent teacher meeting."

According to educators Judith Brown and Mary Reich Johnson, parent teacher conferences are rated by parents as one of the most effective ways to communicate. In an article in the October 1986 issue of *PTA Today*, Brown and Johnson offer ideas for how parents can prepare to have a successful parent teacher conference.

- Ask your child questions to determine what he or she likes or dislikes about school this year.
- Prepare a list of questions or concerns, such as "What special talents does my child have?", "What does my child need help with the most?" or "How does my child get along with others?"
- Listen to what the teacher has to say. If he or she uses unfamiliar terms, ask questions. If you don't understand what the teacher has said, repeat it in your own words.
- Use a team approach. If you feel your child's skills, abilities or personal characteristics are being criticized, ask for specific suggestions on how to correct any behavior problems or improve academic progress.

Quotable

"I would say that if there are any insights that I have gained, many and most of them have come through reading the many works that I have had the privilege of reading across the last few years."

The Reverend Martin Luther King, Jr. (1961)

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News for Parents

Edited by John Micklos

Converse with your child in writing

by Timothy V. Rasinski

Reading and writing are both major literacy components. Reading helps children write better, and experiences in writing are beneficial to children's reading development. Dialogue journals are gaining acceptance in schools and homes as a way of connecting reading and writing in a purposeful and natural way.

Although most often used in schools, the dialogue journal concept is also well suited for use at home. The dialogue journal opens another line of communication and gives children a reason for practicing literacy skills and processes. It gives parents a chance to converse regularly with children in writing.

Moreover, both parents and children are likely to put more into the dialogue journal than may be instinctive in bringing up a normal conversation. Friendships, family concerns, explanations for behavior, and family policies are all good topics for dialogue journal entries.

The dialogue journal may also help stem arguments, as both parents and children can take time to carefully choose their words and state their positions. Even apologies can be expressed in the dialogue journal.

It is easy to begin a dialogue journal, and there are no age limits. Set up as your child has an interest in reading and writing. Then sit down and converse with you through the dialogue journal. Begin in a light way with compliments, brief factual questions, or comments on what you are thinking.

Make the dialogue journal experience as risk free as possible. Assure your child that what he or she writes will be kept confidential. Avoid playing the role of teacher. Don't point out errors in spelling or grammar. Accept your child's writing for what it is. Respond to your child's message to you. In time, your child's writing will improve, as you act as a model of a mature, literate adult for your youngster.

At first, it may be difficult to get started, and you may have to take a more active role in responding to the dialogue journal at first. In time, however, the dialogue journal can become an important part of your family's life and literacy development.

Timothy V. Rasinski is a member of the International Reading Association's Parents and Reading Committee.

"Children's Choices"

Once again this year, the International Reading Association and the Children's Book Council have worked together to produce "Children's Choices," the unique booklist of favorite children's books chosen by children themselves. This marks the twelfth year for the "Children's Choices" list, which appears in the October issue of *The Reading Teacher*.

Of the nearly 1,000 children's books published in 1985, approximately one-third were selected for testing for "Children's Choices." Children from five areas throughout the United States chose the 112 titles which appear in this year's list. Each book is both interesting to children and good for beginning independent readers.

- *Busy Bear's Cupboard*. Harriet Margolin. Grosset
- *Chicken Little*, retold by Steven Kellogg. Morrow
- *Clifford and the Grouchy Neighbors*. Norman Bridwell. Scholastic
- *Deputy Dan and the Bank Robbers*. Joseph Rosenbloom. Random
- *Grandpa Bear*. Bonnie Pryor. Morrow
- *Here Comes Gus*. Jack Kent. Prentice
- *King of the Zoo*. Claire Schumacher. Morrow
- *Miranda*. Tessa Tava. Macmillan
- *Pushington at the Zoo*. Michael Flood. Putnam
- *Seven Froggies Went to School*. Kate Duke. Dutton

Single copies of the "Children's Choices" booklist are available free. Send a self-addressed 6½" x 9½" inch envelope stamped with first-class postage for two ounces to "Children's Choices," International Reading Association, 800 Barksdale Road, PO Box 8139, Newark, Delaware 19714-8139, USA. Multiple copies are also available at a prepaid cost of US$2.50 for 100 copies and US$15.00 for 500 copies.

Vision checklist

by Alphonso and Evelyn Dandy

Reading begins with the eyes. Before the mind can comprehend, the eyes must first apprehend. Children may not realize when they have a vision problem, because they do not have the experience of seeing any other way. They think everyone sees the way they do.

It is vital that parents be aware of signs indicating that a vision problem may exist. Some 20% of vision problems may go undetected through many current screening measures used in schools. The American Optometric Association reports that in a class of 32 students, eight will be hampered by faulty eyesight. However, through corrective measures, 95% of those with faulty vision can attain adequate vision for schoolwork.

Parents can use the checklist to screen for possible vision problems. Make note if your children:

- hold reading material very close to their faces,
- cannot remember what they read,
- use their fingers to point when reading,
- write on a slant,
- rub their eyes frequently,
- tilt their heads,
- squint,
- close or cover one eye to read or write,
- call words instead of reading smoothly,
- omit words when reading or copying, or
- make frequent errors when reading or copying.

If your children exhibit three or more of the above symptoms, you may wish to have them seen by a vision specialist.

Alphonso Dandy is a licensed optometrist in private practice in Savannah, Georgia. USA. Evelyn Dandy is a reading specialist.

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News for Parents

Edited by John Micklos

Family vacations: Learning times

by Joyce Herbeck

Learning takes place not only in school, but anywhere and anytime. With little effort and minimal expense, you can make your family vacation an education for yourself and your children. Even a short trip provides many opportunities to strengthen reading, writing, listening and speaking skills. Here are some activities you can use with your children.

Journals. "Blank" books or small spiral notebooks make excellent journals, and the pages are not so big as to be overwhelming. Encourage every family member to take a few minutes each day to record highlights of the trip: thoughts, descriptions of interesting places, people, and experiences. Preschoolers can draw a picture and, with help, label it. Don't worry about spelling or punctuation. The idea is for the writing to be meaningful to the writer. Years later, these journals will be cherished memories.

Maps. Use a map somewhere on the car where it is always in view. Trace your route with a magic marker. Calculate how many miles you travel each day. Check gas mileage. You can also use hiking trail maps, city and state maps, and national park maps.

Environment. Note your surroundings. How are they different from where you live in terrain, vegetation, weather, types of buildings, etc? See how many differences you can find. Do any of these affect the way people live?

Brochures. Collect free brochures from tourist informa tion centers and read about the places you visit.

Postcards. Encourage all family members to send postcards to friends and relatives. Small children can dictate a message and sign their names.

Food. Try at least one new food that you have never tasted before — especially if it has an intriguing name. Ask how the meal originated. It may be related to the history of the area.

Names. Notice the names of places as you travel. Create a list of the most unusual, comical, etc. How many different ones can you find?

Above Herbeck is a doctoral student at the University of Missouri-Columbia.

Spotlight on authors: Featuring Sid Fleischman

Children are encouraged to use their imaginations and their ability to daydream, "the tools of a fiction writer's trade," according to Sid Fleischman, winner of this year's Newbery Award for his novel, *The Whipping Boy*. He recommends that adults "always encourage creativity, because it's a fragile thing."

Speaking at the annual conference of the Education Writers Association, Fleischman added that he became a writer quite by accident. His interest in magic as a young adult led him to write a book on the subject, and he began his career writing books for adults. His first book for children, *Mr. Mysterious and Company*, was written to help his own children understand what he did for a living.

Fleischman said that he is astounded by the number of letters he receives from young readers. Most of the letters are complimentary, he said, but some help keep your ego in check. He recalled receiving a set of letters from one class regarding some of his books. Most of the letters were positive, but one little boy wrote, "Better luck next time."

Fleischman said that he is often asked where authors get their ideas. "Ideas are everywhere, and ideas can come from anything. The real problem for the writer is not getting the idea, but knowing what to do with the idea. One idea does not a story make — you need two ideas to rub together to make a story."

Writing a novel is not so much different from reading a novel, said Fleischman, noting that he does not work out the plots for his novels in advance. "If I knew everything that was going to happen, I couldn't drag myself to the typewriter each day. Whatever works best for a writer is the best way for that writer to work."

Characters and scenes are most important in a novel, said Fleischman. Plot is less important. When the character seems real, that's the key. When the character lives and breathes, that's terrific."

Fleischman said that it took him 10 years to write *The Whipping Boy*. He at first saw it as a picture book story and he struggled with the project off and on for years. When he finally realized that it should be a longer book, "it then came out."

Caldecott, Newbery winners named

Richard Egielski and Sid Fleischman have been named as the winners of this year's Caldecott and Newbery Medals. These prestigious awards are presented annually by the American Library Association. The Caldecott Medal is given to the illustrator of the year's best picture book, and the Newbery Medal honors the author of the year's most outstanding piece of children's literature.

Egielski won the Caldecott Medal for the book *Hey, Al*, written by Arthur Yorinks and published by Farrar, Straus and Giroux. The following Caldecott Honor Books were also named:

- *The Glorious Flight: Across the Channel with Louis Blériot*, illustrated and written by Alice and Martin Provensen. Viking.
- *Alphabatics*, illustrated and written by Suse MacDonald. Bradbury.
- *Rumpelstiltskin*, retold and illustrated by Paul O. Zelinsky. Dutton.

Fleischman won the Newbery Award for *The Whipping Boy*, published by Greenwillow Books. These are the Newbery Honor Books:

- *On My Honor*, Marion Dane Bauer. Clarion.
- *Welcome Home: The Evacuation and Resettlement of Young Refugees*, Patricia Lauber. Bradbury.
- *A Fine White Dust*, Cynthia Rylant. Bradbury.

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News for Parents

Edited by John Micklos

Magazine magic

by Anthony D. Fredericks

Children's magazines can be an important resource in any student's reading development. In addition to providing current news and up-to-date stories, magazines can help promote the reading habit through a variety of creative activities. Young readers who receive their own magazines in the mail will be stimulated to read all those periodicals on a regular basis. Here are some magazine-related activities to share with your child:

1. Encourage your child to assemble a scrapbook of stories he or she likes from magazines. Stories can be cut out of children's magazines, pasted on sheets of construction paper, and sewn together. These collections can be shared at the home during a regular family reading time.

2. Select some recent magazine stories and remove the last three or four paragraphs. Challenge your child to create new endings which can then be compared to the originals.

3. Work on magazine games, puzzles and other activities with your child. By choosing an active interest in the content of each issue, you can help promote magazine reading as a regular and worthwhile home activity.

4. Cut out several pictures from your child's magazine and ask the child to create original stories to accompany them. Also, you can read other stories to your child and have him or her develop illustrations for them.

5. Older children may enjoy creating a play or skit based on a favorite magazine story. Using old clothes and some simple props, these plays can be "produced" for all family members to enjoy.

6. Provide opportunities for your child to look through other magazines around the house. Take some time to discuss similarities or differences between the magazines you read and those designed for children.

Children's magazines can be a wonderful addition to the family reading program. Try to subscribe to a children's magazine (your child's school librarian will probably have some good suggestions) and share the stories and activities with your child frequently.

(Anthony D. Fredericks is the 1987-88 chairperson of the International Reading Association's Parents and Reading Committee.)

Political leaders list favorite children's books

As part of its twenty-fifth anniversary celebration in 1986, Reading Is Fundamental (RIF) asked a number of famous people to autograph and donate a copy of their favorite children's book. The following political leaders participated, listing the books below as their favorites. Your children may enjoy reading the books that these famous people have liked.

- Representative Gerry E. Ackerman (D-NY), *The Little Engine That Could*, Watty Piper, Putnam
- Senator Alfonse D'Amato (R-NY), *Goodnight, Moon*, Margaret W. Brown, Harper and Row
- Representative Thomas J. Downey (D-NY), *The Hitter*, Pete Sheehan
- Governor and Mrs. Michael Dukakis (D-MA), *The Sneetches and Other Stories*, Dr. Seuss, Random House
- Representative Edolphus Towns (D-NY), *The Adventures of Tom Sawyer*, Mark Twain, many editions available
- Dr. Howard W. Wilson Cook (Mayor, Philadelphia), *The Lincoln Country Alp*, Carl Sandburg, Harcourt Brace Jovanovich

Celebrate your child's literacy

by Timothy V. Rasinski

We need to celebrate our children's literacy activities. Learning to read and write is, after all, one of life's greatest accomplishments. Here are some ways for parents to recognize their children's reading and writing activities:

1. Set aside a special place in your home to recognize achievements in writing. An empty picture frame hung in a prominent location could be used to provide ally show off a special piece of writing. Later, you can store the work in a scrapbook. You can post other written work in other places, such as on the refrigerator door.

2. Many families have special customs or ceremonies that require the oral reading or recitation of a written text, such as a dinner prayer, a family birthday wish, or a special poem. Give your child the honor and responsibility of reading or reciting that special passage.

3. Show your children that you are interested in their reading. Ask them about the books they are reading. Find out what they like or dislike about the books.

4. Publish your child's writing by creating books from your child's work. The books can consist of school assignments, information on a particular theme, stories or a daily journal. Your child could also help you write captions for your family's photo album. You might also work together on a personal family history. The key to all these projects is creating an attractive finished piece that the whole family can take pride in.

5. Encourage your child to write for functional purposes. Letters of inquiry to companies that manufacture items in which the child has an interest or to the chambers of commerce of cities that you will visit on an upcoming vacation will almost certainly produce replies filled with interesting and useful information. Encourage your youngster to write a letter to the editor on an issue that he or she feels is important. This encourages sound thinking, as well as good writing, and it is always a thrill to see one's name in print.

We all need recognition. When children see parents taking interest in their reading and writing, they will be encouraged to make reading and writing a lifelong habit.

(Timothy V. Rasinski is a member of the International Reading Association's Parents and Reading Committee.)

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News for Parents

Edited by John Micklos

The ABC's of helping your child

by Carole L. Riggs

A Accept your child, unconditionally
B Believe in your child. Trust in his or her ability
C Communicate with your child. Share ideas
D Discuss things with your child
E Enjoy your child. When parents enjoy their children, children enjoy their parents
F Find things of interest to do together
G Give your child responsibility which he can be handled. This can lead to a feeling of accomplishment
H Help your child with words of encouragement
I Impress upon your child the vastness of what is all around. Talk about the things you see, hear, taste, feel and smell
J Join your child in fun activities
K Keep from over identifying with your child. Don't try to live your life again through your child
L Listen to your child. He or she needs someone to share thoughts and ideas
M Model the behavior you want to see in your child
N Name things for your child. Labels are important
O Observe the way your child goes about tasks. Provide help where needed
P Pace your child. Help your child do one thing at a time and do it well
Q Question your child using question words such as who, what, where and when. Ask about stories or events by things that happen
R Read to your child every day
S Spend time with your child
T Take your child to the library on a regular basis
U Understand that learning isn't always easy. Some times we all fail. We can learn from our mistakes
V Value your child's school and teachers. Your attitude will often be mirrored in your child
W Write with your child. Encourage the youngster to write, even scribbles are important
X X-ercise an unknown quantity. What else would you like to add to this list?
Y You are your child's most important teacher
Z Zap it all up with love. Love gives zest to life

(Carole L. Riggs is chairperson of the IRA Parents and Reading Committee.)

"Children's Choices" lists books for older youngsters

It is important that older youngsters practice their reading skills by reading for pleasure. Adults can help by suggesting appropriate books. Listed below are selected books from "Children's Choices," the unique booklist of favorite children's books chosen by children themselves. The "Children's Choices" list is produced by the International Reading Association and the Children's Book Council and it appears each year in the October issue of *The Reading Teacher*.

- *A Blue Bird Dares*, Cynthia Rylant, Bradbury
- *The Castle in the Attic*, Elizabeth Winthrop, Holiday
- *Come Sing, Jimmy Jo*, Katherine Paterson, Lodestar
- *It's an Aardvark-Eat Turtle World*, Paula Danziger, Delacorte
- *Locked in Time*, Lois Duncan, Little
- *Perfect Summer*, Francine Pascal, Bantam
- *A Shriveling Tree*, Mary Ann Whitley, Walker
- *Silver Kissers*, Scott Ellet, Scholastic
- *Wanted: Dates for Saturday Night*, Janet Quin-Harkin, Pacet/Putnam
- *Sweetly Sings the Donkey*, Wm. Cleaver, Lippincott
- *What's Under Here?*, Margaret Peppett, Atheneum

Single copies of the "Children's Choices" booklist are available free. Send a self-addressed 9 1/2 x 9 1/2 inch envelope stamped with first class postage for two ounces to "Children's Choices," International Reading Association, 800 Barksdale Road, PO Box 8139, Newark, Delaware 19714 8139, USA. Multiple copies are also available at a prepaid cost of US$25 (for 100 copies) and US$75.00 (for 500 copies).

"Baby book shower"

by Bobbye S. Goldstein

A unique and thoughtful celebration for prospective or new parents is a "baby book shower." What better way to enhance literacy than to start at birth! A basket of appropriate books presented by friends and relatives will give the family a start on their child's own personal library.

The next time there's a baby shower, think of a "baby book shower." You will be amazed, amused and informed by the wide variety of interesting and exciting materials available. In addition to sturdy cardboard books and classic and book sets, you might include IRA parent brochures such as "Your Home Is Your Child's First School." Reading is fundamental is another source of worthwhile information for the busy parent to be.

Single copies of "Your Home Is Your Child's First School" are available free. Send a self-addressed, stamped, business size envelope to: IRA, 800 Barksdale Road, PO Box 8139, Newark, Delaware 19714 8139, USA. For information on RIF materials, contact: Reading Is Fundamental, Inc., Public Affairs Section, 600 Maryland Avenue, S.W., Suite 500, Smithsonian Institution, Washington, D.C. 20560, USA.

(Bobbye S. Goldstein is a former member of the IRA Board of Directors.)

Sharing the love of reading

"We can bring love and joy into children's lives through books," said children's book author Tomie de Paola during the 1986 IRA Annual Convention. "If we share our love, then the joy that is every child's right will be spread, and maybe this world will continue on a little longer."

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News for Parents

Edited by John Micklos

Fathers can be positive role models for reading

by Anthony D. Fredericks

Introducing children to the joys and magic of reading can be an important part of family life. Children who grow up in an environment rich in stories, literature and books learn to appreciate reading as a vital part of their lives.

Fathers can serve as important role models in guiding their children on the road to reading success. Often, fathers take a passive role in the literacy development of their offspring. Yet research has shown that fathers who actively demonstrate the importance of reading in their lives help their children appreciate the value of reading both in and out of school. Here are some ideas all fathers can use with their children:

- Share a regular reading time with your children every day. Plan a few moments each day or evening when you can share a book or tell a story with your kids. Even 10 minutes a day can make a world of difference.
- Talk with your children about books you read as a child. What were some of the "classics" you and your friends enjoyed when you were young? What stories do you remember sharing with family members during special occasions or outings?
- Plan to take your children to the library or local bookstore regularly. Demonstrate to your youngsters that the library and bookstore are important places for both mothers and fathers to visit frequently.
- Bring home some of the reading materials you use at work. Brochures, letters or manuals can help your children understand that reading is an important part of everyone's life – at home, school or work.
- Be sure to buy books for your children for special celebrations, such as birthdays or holidays. Giving books to your children sends a powerful message about the value you place on reading.
- Let your children see you reading a variety of materials at home. Let them see you reading recipes, assembly directions for a piece of furniture, guidelines for laying carpet, and other printed materials. Help your children understand the importance of reading in everything we do.

Fathers can be powerful role models for children. The more you demonstrate the value of reading in your life, the more you can help your children appreciate the importance of reading for all family members.

(Anthony D. Fredericks chairs the International Reading Association's Parents and Reading Committee.)

Newspaper brochure available

During Newspaper in Education Week in March, many schools will emphasize the value of using newspapers in the classroom. Newspapers can also be used to promote reading in the home. The International Reading Association's brochure, "You Can Help Your Child in Reading by Using the Newspaper," explains how. The brochure, which was written by former IRA Board member Nicholas P. Criscuolo, explains why the newspaper is such an important reading resource and offers specific activities to use with children.

Single copies of the brochure are available free. Send a self-addressed, stamped #10 envelope to: Newspaper Brochure, International Reading Association, 800 Barksdale Road, PO Box 8139, Newark, Delaware 19714-8139, USA. Multiple copies are available at a prepaid cost of US$5.00 per 100.

When We Were Young

To celebrate "The Year of the Reader" in 1987, Reading Is Fundamental (RIF) surveyed many people, including a number of celebrities, to find out which books have made a lasting impression on them. Their choices appear in a new booklet entitled *When We Were Young: Favorite Books of RIF Kids, RIF Volunteers, and Readers of Renown*. The booklet was underwritten by the *Reader's Digest* Foundation. Here are the favorite children's books of some celebrities.

Meredith Baxter Birney: *A Child's History of the World*
Erma Bombeck: *Heidi* by Johanna Spyri
Carol Burnett: *The Yearling* by Marjorie K. Rawlings
Johnny Carson: *Beowulf*
Jim Henson: *Winnie the Pooh* by A. A. Milne
Billy Joel: *A Connecticut Yankee in King Arthur's Court* by Mark Twain
Stephen King: *Mr. Ellgar's Pool* by Dr. Seuss
Ann Landers: *Charlotte's Web* by E. B. White
Ronald Reagan: *Northern Trails* by William Joseph Long
Cheryl Tiegs: *The Jungle Book* by Rudyard Kipling

To find out the favorite children's books of other famous people, as well as to see what books RIF readers chose as their favorites, order a copy of *When We Were Young*. Copies are available at a cost of US$1.50 each from: RIF, PO Box 23444, Washington, D.C. 20026, USA. Bulk rates are available on request.

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XI. BOOKS ACCORDING TO THEMES

DEATH

Brown, Margaret Wise — 3-8 years
THE DEAD BIRD
Addison, 1958

After finding a dead bird, children give it a solemn burial in this book that introduces the concept of death to young people. (2)

Carrick, Carol — 5-8 years
THE ACCIDENT
Houghton, 1976

A story that deals sympathetically and realistically with a child's reaction to the death of his pet dog. (2)

Carrick, Carol — 3-8 years
THE FOUNDLING
Houghton, 1977

Young Christopher has difficulty adjusting to his dog's death and getting a replacement.

de Paola, Tomie — 3-5 years
NANA UPSTAIRS AND NANA DOWNSTAIRS
Penguin, 1973

The love of a child for his grandmother and Tommy's adjustment to her death are told in tender, comfortable terms. (2)

Hoopes, Lyn Littlefield — 5-9 years
NANA
Harper, 1981

A young girl's thoughts after her grandmother's death. (2)

Kantrowitz, Mildred 3-8 years
MAXIE
Four Winds, 1970

Maxie is a little old lady who keeps the entire neighborhood on its toes-everyone sets their clocks by her, until one morning Maxie stays in bed... (2)

Viorst, Judith 5-7 years
THE TENTH GOOD THING ABOUT BARNEY
Atheneum, 1971

At a backyard funeral, a little boy tries to think of 10 good things to say about his cat, Barney, but can only come up with 9. (2)

DIVORCE

Hazen, Barbara 5-7 years
TWO HOMES TO LIVE IN: A CHILD'S EYE VIEW OF DIVORCE
Human Sciences, 1978

A reassuring view of divorce because now there are two homes where there is love. (2)

Lexau, Joan M. 5-9 years
EMILY AND THE KLUNKY BABY AND THE DOG NEXT DOOR
Dial, 1972

This is a believable account of a little girl, frustrated because her mother is too busy to play with her, runs away from home with her klunky baby brother, hoping to find their daddy. (1)

Rogers, Helen S.
MORRIS AND HIS BRAVE LION
McGraw-Hill, 1975

A sensitive story of a small boy who learns to accept his parents divorce. (3)

Vigna, Judith 3-7 years
GRANDMA WITHOUT ME
Whitman, 1984

Because of divorce, a young boy will not be spending Thanksgiving with one of his grandmothers. (2)

MINORITY CHILDREN

Adoff, Arnold 5-8 years
BLACK IS BROWN IS TAN
Harper, 1973

A story in rhyme, which needs to be read aloud for greater understanding, depicits the warmth and companionship of an interracial family. (2)

Caines, Jeanette 3-6 years
ABBY
Harper, 1973

Abby, a little black girl, is adopted and enjoys hearing about the day she became part of her warm loving family. (2)

McGovern, Ann 4-7 years
BLACK IS BEAUTIFUL
Scholastic, 1969

Photographs and words show that "black is beautiful." (4)

Scot, Ann H. 3-6 years
SAM
McGraw, 1967

Each member of this black family is too preoccupied to give any attention to Sam, until they notice his dejection and provide a satisfying job for him to do. (2)

Steptoe, John 4-8 years
STEVIE
Harper, 1969

Bold, bright pastel pictures and a hint of black dialect depicit a universal experience, that of a feeling of rivalry in this story about Stevie who comes to stay at Robert's house because his parents are working. (1)

Thomas, Dawn C. 5-8 years
MIRA! MIRA!
Lipincott, 1970

A little boy from Puerto Rico comes to New York and experiences for the first time an exciting plane ride, an elevator ride up fourteen floors, and fun in the snow. (1)

HANDICAPPED CHILDREN

Brown, Tricia 3-7 years
SOMEONE SPECIAL JUST LIKE YOU
Holt, 1984

A book that shows that children are children even if they are handicapped. (2)

Greenfield, Eloise 5-7 years
DARLENE
Methuen, 1980

A picture book that shows activities a wheelchair bound girl can enjoy. (black child) (2)

Hirsch, Karen 5-7 years
MY SISTER
Caroirholda, 1977

A narrator introduces her sister, a retarded girl, whom she loves and protects. (2)

Lasker, Joe 5-8 years
NICK JOINS IN
Whitman, 1980

Wheelchair bound Nicky wonders what will happen to him when he goes to a regular school. (2)

Rabe, Berniece 3-8 years
THE BALANCING GIRL
Ditton, 1981

A paraplegic girl named Margaret delights in balancing things. (2)

CHILDHOOD DISEASES

Lerner, M. D., Marguerite Rush 4-7 years
DEAR LITTLE MUMPS CHILD
Lerner Publications, 1974

Explains how children catch the mumps.

Lerner, M. D., Marguerite Rush 4-7 years
PETER GETS THE CHICKEN POX
Lerner Publications, 1975

A little boy catches the chicken pox and has to stay home from school.

GOING TO THE DOCTOR, THE HOSPITAL

Bemelmans, Ludwig 4-8 years
MADELINE
Ciking, 1939

Madeline has an appendectomy. (1)

Marino, Barbara Pavis 3-8 years
ERIC NEEDS STITCHES
Chilren's Press, 1979

A boy must conquer his fears when the doctor says he must have stitches in his knee. (2)

Rockwell, Harlow
MY DOCTOR
Macmillian, 1973

A simple picture book designed to dispell apprehensions about a check-up visit to the doctor by showing some of the instruments that will be used and explaining the sequence of events. (3)

Sobol, Harriet L.
JEFF'S HOSPITAL BOOK
Walck, 1975

This photo essay show's a little boy's hospitalization for eye surgery. It deals realistically with his fear and pain, but will reassure a prospective patient. (3)

Wolf, Bernard 5-8 years
MICHAEL AND THE DENTIST
Scholastic, 1980

Michael's first time to the dentist isn't as expected. (2)

SINGLE PARENTS

Caines, Jeanette 4-7 years
DADDY
Harper, 1977

A warm and loving story of Wendy and her daddy who share special moments together when he picks her up on Saturdays. (black family) (4)

Roy, Ron 5-7 years
BREAKFAST WITH MY FATHER
Houghton, 1980

David's parents separate and his father visits him only on Saturdays.

Steptoe, John
DADDY IS A MONSTER ... SOMETIMES
Harper, 1980

Children of a single parent humorously wonder what makes his father change into a monster. (black children) (4)

Zolotow, Charlotte 5-7 years
A FATHER LIKE THAT
Harper, 1971

A fatherless boy describes in this tender story the kind of father he would like to have. (2)

RELIGIOUS DIFFERENCES

Bible 4-8 years
THE CREATION
Doubleday, 1970

Taken from the JERUSALEM BIBLE.

Goffstein, M. B. 5-8 years
FAMILY SCRAPBOOK
Farrar, 1978

Vignettes of a Jewish family, told by one of the two children. (2)

Greene, Laura 5-9 years
I AM AN ORTHODOX JEW
Holt, Rinehart, & Winston, 1979

Tells about the Jewish way of life.

Wolcott, Carolyn M. 3-7 years
I CAN SEE WHAT GOD DOES
Abingdon Pr., 1969

A nice analogy between the wind and god is developed in this pleasing narrative in which a child's questions are cleverly answered. (1)

CHILDREN FROM OTHER COUNTRIES

Battle, Edith 3-5 years
WHAT DOES THE ROOSTER SAY, YOSHIO?
Whitman, 1978

A Japanese boy and an American girl have difficulty communicating. (2)

Chandler, Edna Walker 5-8 years
FIVE CENT, FIVE CENT
Whitman, 1967

A small Liberian girl sells grapefruit and raises money to buy an American dress for her sister. (4)

Lewin, Hugh 5-8 years
JAFTA
Carolrholda, 1983

Jafta, a South African boy, describes his varying emotions that reflect his affinity with the animals around him.

Ward, Leila
I AM EYES/MI MACHO
Greenwillow, 1978

A Kenyan child awakens and greets the natural wonders of the world. (4)

CHILD ABUSE/SAFETY

Brown, Marc and Krensky, Stephen — 3-7 years
DINOSAURS, BEWARE! A SAFETY GUIDE
Little, 1980

Sixty safety tips are illustrated with drawings of dinosaurs. (2)

Stanek, Muriel — 6-8 years
DON'T HURT ME, MAMA
Whitman, 1983

A simple story of child abuse as seen through the eyes of a child. (2)

BIRTH/BABIES

Ahlberg, Janet and Ahlberg, Allan — 3-4 years
THE BABY'S CATALOGUE
Little, 1983

A list of the interests of babies -- like moms and dads. (2)

Alexander, Martha
NOBODY ASKED ME IF I WANTED A BABY SISTER
Dial, 1971

A young boy discovers he does love his baby sister in spite of the fact that he thinks there is too much fuss made over her. (2)

Alexander, Martha
WHEN THE NEW BABY COMES, I'M MOVING OUT
Dial, 1979

Oliver has many reasons to resent his place being usurped by a new baby. (2)

Banish, Roslyn 3-7 years
I WANT TO TELL YOU ABOUT MY BABY
Wingsbrow Pr., 1982

A preschooler talk about her new baby brother. (2)

Cole, Joanna 5-8 years
HOW YOU WERE BORN
William Morrow & Co. 1984

Tells the development of the baby and delivery, including birth by cesarean section.

Edelman, Elaine 3-4 years
I LOVE MY BABY SISTER (MOST OF THE TIME)
Lothrop, 1984

A little girl talks about the likes and dislikes of having a baby sister. (2)

Girad, Linda Walvoord 5-8 years
YOU WERE BORN ON YOUR VERY FIRST BIRTHDAY
Albert Whitman & Co., 1983

Describes the life of a tiny baby in his safe, warm, floating place during the nine months before he is born.

Gordon, Sol and Judith 5-7 years
DID THE SUN SHINE BEFORE YOU WERE BORN?
Ed-U Press, Inc., 1974

Explains everything from relatives to sex, to birth, and development.

Ormerod, Jan 3-5 years
ONE-HUNDRED-ONE THINGS TO DO WITH A BABY
Lothrop, 1984

The whole family decides to amuse the baby. (2)

Sheffield, Margaret 5-9 years
WHERE DO BABIES COME FROM? A BOOK FOR CHILDREN AND THEIR PARENTS
Alfred A. Knopf, 1972

Sex instruction for children. (explicit)

OLDER PEOPLE

Alexander, Martha 3-6 years
THE STORY THAT GRANDMOTHER TOLD
Dial, 1969

A pleasantly humorous story within a story. Gramma tells Lisa's favorite story about a real cat and a green cat shaped balloon. (1)

Borack, Barbara 3-7 years
"GRANDPA"
Harper, 1967

Marilyn enjoys a visit with her grandparents and has an especially good time with her grandfather. (2)

Buckley, Helen E. 3-6 years
GRANDMOTHER AND I
Lothrop, 1961

A small girl explains why grandmother's lap is better than anyone else's. (2)

de Paola, Tomie 5-8 years
NOW ONE FOOT, NOW THE OTHER
Putnam, 1981

Bobby helps his grandfather recover from a stroke. (2)

Douglass, Barbara 3-7 years
GOOD AS NEW
Lothrop, 1932

Grandfather restores Grandy's damaged teddy bear. (2)

Farber, Norma 6-8 years
HOW DOES IT FEEL TO BE OLD?
Dutton, 1973

Grandmother tries to explain to a young girl what it is like to be old. (2)

Goffstein, M. B. 3-4 years
FISH FOR SUPPER
Dial, 1976

Grandmother enjoys fishing more than anything else and spends each day doing just that. (2)

Gomi, Taro 3-6 years
COCO CAN'T WAIT!
Morrow, 1984

Coco sets out to visit her grandmother. (2)

Hest, Amy 3-7 years
THE CRACK-OF-DAWN WALKERS
Macmillian, 1984

Sadie and her grandfather have lovely walks every other Sunday. (2)

Hurd, Edith Thacher 3-6 years
I DANCE IN MY RED PAJAMAS
Harper, 1982

A little girl stays overnight at her grandparent's house. (2)

Keats, Ezra Jack 3-8 years
APT. 3
Macmillian, 1971

Two brothers investigating the various sounds of an apartment building, find a friend in Mr. Muntz, the blind man behind the door of apt. 3. (2)

Kroll, Stevens 3-5 years
IF I COULD BE MY GRANDMOTHER
Pantheon, 1977

A little girl pretends that she is a grandmother and imitates her real-life counterpart. (2)

Kroll, Stevens 3-6 years
TOOT! TOOT!
Holiday, 1983

A little boy takes and imaginary trip to his grandmother

Lasky, Katheryn 5-7 years
MY ISLAND GRANDMA
Warne, 1978

An idyllic summer spent by Abbey with her grandmother. (2)

Oxenbury, Helen 3-4 years
GRANDMA AND GRANDPA
Dial, 1984

A toddler's book on a simple visit of grandparents. (2)

Roth, Susan L. and Phang, Ruth 3-7 years
PATCHWORK TALES
Atheneum, 1984

A nighttime a grandmother tells the story of each block in a quilt. (2)

Rylant, Cynthia 5-8 years
MISS MAGGIE
Dutton, 1983

The friendship of a young boy and an elderly recluse. (2)

Skorpen, Liesel Moak 5-7 years
MANDY'S GRANDMOTHER
Dial,1975

Mandy learns to love her grandmother as much as her grandmother loves her. (2)

Undry, Janice 5-6 years
MARY JO'S GRANDMOTHER
Whitman,1970

During a visit with grandmother at Christmas time MaryJo walks 2 miles to the nearest telephone to get help for grandmother who is injured in a fall. (1)

Zolotow, Charlotte 3-7 years
I KNOW A LADY
Greenwillow, 1984

Sally loves a kind old lady wwho lives in the neighborhood. (2)

Zolotow, Charlotte 5-8 years
MY GRANDSON LEW
Harper, 1984

Lew and his mother discuss their memories of grandpa in a gentle, poignant story of a family member who has died. (2)

Alda, Arlene
SONYA'S MOMMY WORKS
Messner, 1982

The adjustment of a six year old whose mother takes a job. (2)

Bauer, Caroline F. 5-7 years
MY MOM TRAVELS A LOT
Warne, 1981

The best thing about mom taking trips is the homecoming. (2)

Blaine, Marge 5-7 years
THE TERRIBLE THING THAT HAPPENED AT OUR HOUSE
Parents, 1975

Chaos reigns when mother decides to go to work and the children have to learn to cope. (2)

Merriam, Eve
MOMMIES AT WORK
Scholastic Paper, 1973

Why mommy can be like other people and hold down a job. (2)

ADOPTION

Bunin, Catherinr and Bunin, Sherry 5-8 years
IS THAT YOUR SISTER? A TRUE STORY OF ADOPTION
NACAC, 1976

Six-year-old Catherine and her sister Carla, both black, are adopted into a white family with 2 boys. (2)

Lapsley, Susan 3-5 years
I AM ADOPTED
Merrimack, 1975

"Adoption means belonging" is the theme of this very simple story of 2 children who know they are adopted. (2)

MISCELLANEOUS

Elwart, Joan Potter 4-7 years
DAISY TELLS
Steck-Vaugh, 1966

A little girl who cannot keep secrets learns not to tell. (1)

Jonas, Ann
WHEN YOU WERE A BABY
Greenwillow, 1082

Designed to boost the toddler's self confidence. ( )

Memling, Carl 3-7 years
WHAT'S IN THE DARK?
Parents' Magazine Press, 1971

A consoling statement that what is present in the night-time darkness is almost the same as what was there in the daytime. (1)

Patricia Jean Cianciolio
PICTURE BOOKS FOR CHILDREN
American Library Association, 1973

John T. Gillespie and Christine E. Gilbert
THE BEST BOOK FOR CHILDREN: PRESCHOOL THROUGH THE MIDDLE GRADES
R.R. Bowker Company, 1985

Preschool Services and Parent Education Committee
OPENING DOORS FOR PRESCHOOL CHILDREN AND THEIR PARENTS
American Library Association, 1981

THE BLACK EXPERIENCE IN CHILDREN'S BOOKS
The New York Public Library, 1984

Barbara Elleman, Editor
CHILDREN'S BOOKS OF INTERNATIONAL INTEREST
American Library Association, 1972, 1978, 1984

Books About Minority Children for Preschoolers

BOOKS THAT INCLUDE BLACK CHILDREN

Aliki. A Weed is a Flower: The life of George Washington Carver. Engelwood Cliffs, N.J. Prenctice-Hall, 1965.

Beim, Jerrold. Swimming Hole. Illustrated by Louis Darling. New York: Morrow, 1950.

Beim, Lorraine and Jerrold. Two is a Team. Illustrated by Ernest Crichlow. New York: Harcourt, Brace, 1945

Bond, Gladys Baker. Patrick Will Grow. Illustrated by David K. Stone. Racine, Wis.: Whitman, 1966.

Burch, Robert. Joey's Cat. Illustrated by Don Freeman. Viking, 1968, 36 p.

Bonsall, Crosby. The Case of the Cat's Meow. New York: Harper and Pow, 1965.

Bonsall, Crosby. The Case of Dumb Bells. New York: Harper and Pow, 1966.

Bonsall, Crosby. The Case of the Hungry Stranger. New York: Harper and Pow, 1963.

Clure, Beth and Helen Punsey. Me. Illustrated by Jacques Pupp. California: Bowmanr, 1969

De Angel, Marguerite. Bright April. Doubleday, 1960, New York.

Evans, Eva Know. Araminta. Illustrated by Erich Perry. New York: Minton, Balch, 1935.

Evans, Eva Knox. Jerome Anthony. Illustrated by Erich Perry, New York: Putnam, 1936.

Greenberg, Polly. O Lord, I Wish I was a Buzzard. Illustrated by Aliki: MacMillan, 1968. 28 p.

Grider, Dorothy. Peppermint. Illustrated by Raymond Burns. Pachine, Wis.: Whitman Publishing Company, 1966.

Grifalconi, Ann. City Phythms. Indianapolis: Boss-Merrill, 1965.

Guy, Anne Welsh. Good-Bye, Tonsils. Illustrated by Frank Vaughn. Racine, Wis.: Whitman, 1966.

Hill, Elizabeth Starr, Evan's Corner. Holt, 1967. 42 p.

Joyce, Irma. How Can We Get to the Zoo? Illustrated by Bonnie and Bill Rutherford. Racine, Wis.: Whitman Publishing Company, 1966.

Justus, May. New Boy in School. Illustrated bly Joan Balfour Payne. Hastings House, New York, 1963.

Keats, Ezra Jack. Goggles! Toronto, Macmillan, 1969.

Keats, Ezra Jack. A Letter to Amy. Illustrated by Harper. 1968, 28 p.

Keats, Ezra Jack. The Snowy Day. New York: Viking, 1962.

Keats, Ezra Jack. Whistle for Willie. New York: Viking, 1964.

Knonkle, Janet. Schoolroom Bunny. Sketches by John Hawinson. Chicago: Children's Press, 1965.

Lexaus, Joan. I Should Have Stayed in Bed. Illustrated by Syd Hoff. New York: Harper and Row, 1965.

McGovern, Ann. Black is Beautiful. Illustrated by Hope Wurmfeld. Four Winds, 1969, 34 p.

Michelson, Florence. Andy. Illustrated by Hazel Hoecker. Pacine, Wis.: Whitman, 1966.

Randall, Blossom E. Fun for Chris. Illustrated by Eunice Young Smith. Chicago: Whitman, 1956.

Robinson, Florine. Ed and Ted: A Story about two Boys Who Become Friends. Illustrated by Omar Davis. New York: Exposition, 1965.

Scott, Ann Herbert. Big Cowboy Western. Illustrated by Richard W. Lewis. New York: Lothrop, Lee, and Shepard, 1965.

Scott, Ann Herbert. Sam. McGraw-Hill, 1967, 28 p.

Stella., Gentry Sharpe. Tobe. University of North Carolina, Chapel Hill, North Carolina, 1939.

Sannsborn, Ruth A. Friday Night is Papa Night. New York: The Viking Press, 1970.

Steptoe, John. Stevie. New York: Harper and Pow, Publisher, 1969.

Udry, Janice May. What Mary Jo Shared. Whitman, 1966.

Udry, Janice May. What Mary Jo Wanted. Pictures by Eleanor Mill. Whitman, 1968. 26 p.

Williamson, Stan. The No-Bark Dog. Illustrated by Tom O'Sullivan. Chicago: Follett, 1962.

BOOKS THAT INCLUDE MEXICAN-AMERICAN AND SPANISH SPEAKING CHILDREN

Bond, Jean Carey . Brown is a Beautiful Color. New York: Franklin Watts, Inc., 1969.

Bourne, Miriam Anne. Emilio's Summer Day. New York: Harper.

Brenner, Barbara. Barto Takes the Subway. New York: Harper.

Brown, Jeanette Perkins. Manuel: A little boy of Mexico. Illustrated by Jean Martinez. Friendship Press, New York.

Brown, Jeanette Perkins. Rosita: A little girl of Puerto Rico. Illustrated by Elayne Carol. Friendship Press, New York, 1949.

Ets, Marie Hall. Bad Boy, Good Boy. T. Y. Crowell, 1967, 50 p.

Ets, Marie Hall. Gilberto and the Wind. New York: Viking, 1963.

Ets, Marie Hall and Aurora Labistida. Nine Days to Christmas. Illustsrated by Marie Hall Ets. New York: Viking, 1959.

Faux, Ruth. It Happened to Anita. Dodd, 1967, 39 p.

Felt, Sue. Rosa Too-Little. New York: Doubleday, 1960.

Keats, Ezra Jack. My Dog is Lost. Illustrated by Pat Cherry. New York; Crowell, 1960.

Lenski, Lois. Cowboy Small. Vaquero Pequeno (Spanish version). New York: Henry Z. Walck, 1960.

Lenski, Lois. Papa Small. Papa Pequeno (Spanish version). New York: Henry Z. Walck, 1960.

Ormsby, Virginia H. 21 Children. New York: Lippincott, 1957

Politi, Leo. Juanita. New York: Scribners Sons, 1964.

Politi, Leo. Lito and the Clown. New York: Scribners Sons, 1964.

Polite, Leo. Pedro, Angel of Overa Street. New York; Scribners

Polite, Leo. Rosa. New York: Scribners Sons, 1963.

Polite, Leo. Song of the Swallows. New York: Scribners, 1948.

Schweitzer, Byrd Baylor. Amigo. New York: Macmillan, 1963. Illustrated by Garth Williams.

Simon, Norma. What Do I Say? Whitman, 1967. 132 p.

Ugerer, Tomi. Orlando, the Braul Vulture. Harper, 1966, 132 p.

BOOKS THAT INCLUDE AMERICAN INDIANS FOR YOUNG CHILDREN

Armer, Laura. Waterless Mountain. New York: McKay, 1931.

Baker, Betty. Little Runner of tthe Longhouse. Illustrated by Arnold Tobel. New York: Harper and Row, 1962.

Bealer, Alex. The Picture-Skin Story. New York: Holoday, 1954.

Behn, Harry. The Painted Cave. New York: Harcourt, 1957.

Bleeker, Sonia. The Navaio. Illustrated by Patricia Boodell. New York: Wm. Morrow & Co., 1958.

Brock, Emma I. One Little Indian Boy. New York: Alfred Knoof, Inc., 1965.

Buff, Mary and Conrad. Dancing Cloud. New York: Viking, 1954.

Clark, Ann Nolan. Blue Canyon Horse. Illustrated by Allen House. New York: Viking, 1941.

Clark, kAnn Nolan. The Desert People. Illustrated by Allen House. New York: Viking, 1941.

Clark, A. N. In My Mother's House. Illustrated by Velino Herrera. New York: Viking, 1941.

Clark, Ann Nolan. Singing Sioux Cowboy. Lawrence, Kansas; Haske Institute Publications Service Bureau of Indian Affairs. 1945.

Clark, Ann Nolan. This For That. Illustrated by Don Freeman. San Carlos California: Golden Gate, 1965.

Deming, Therese O. and Thelma Shaw. Little Eagle. Illustrated by Edwin W. Deming. River Forest, Ill.: Laidlow, 1958.

Enochs, J. B. Little Man's Family. Lawrence, Kansas; Haskel Institute Publications Service Bureau of Indian Affairs, 1945.

Floethe, Louise. The Indian and His Pueblo. Illustrated by Richard Floethe. New York: Scribner's 1960.

Friskey, Margaret. Indian Two Feet and His Horse. Illustrated by Katherine Evans, Chicago: Children's Press, 1959.

Kennary, Edward. Little Hopi. Lawrence, Kansas; Haskel Institute Publication Service Bureau of Indian Affairs, 1945.

Mccaw, Jesse Brewer. How Medicine Man Cured Paleface Woman. New York: Wm. Scott, Inc., 1956.

Moffine, Lyla. Jennie's Mandan Bowl. Illustrated by Larry Toschik. New York: McKay, 1960.

Perrrine, Mary. Salt Boy. Houghton, 1968. 31 p.

Pine, Tillie. The Indians Knew. Illuistrated by Ezra Jack Keats New York: Whittlesey House, 1957.

Thompson, Hildegard. Navajo Life Sexies. Lawrence, Kansas; Haskel Institute Publications Service Bureau of Indian Affairs. 1945.

U.S. Bureau of Indian Affairs, Washington D.C. The Indian and Eskimo Children. U.S. Bureau of Indian Affairs, Washington, D.C. 1966.

Books about Minority Children for Preschoolers Bibliography compiled by

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XII. RESOURCES FOR TEACHERS OF YOUNG CHILDREN

Croft, Doreen J. and Robert D. Hess. (1985). An Activities Handbook for Teachers of Young Children. Boston, Massachusetts: Houghton Mifflin Company.

Gross, P. Ralton, E.P. (1972). Teaching Science in an Outdoor Environment. Berkeley, California, University of California Press.

Herbert-Jackson, Emily; Marion O'Brien, Jan Porterfield and Todd R. Risley. (1984). The Infant Center. Austin, Texas; Pro-Ed., Inc.

Machado, Jeanne M. (1980). Early Childhood Experiences in Language Arts. Albany, New York: Delmar Publishers Inc.

Magesky, Mary, Donald Newman and Raymond J. Woldkowski (1985). Creative Activities for Young Children. Albany, New York: Delmar Publishers Inc.

Rogers, Cosky S. and Janet K. Sawyers (1988). Play in the Lives of Children. Washington, D.C.; National Association for the Education of Young Children.

Van Allen, Roach and Claryce Allen (1976). Language Experience Activities. Boston, Massachusetts: Houghton Mifflin Company.

READING SUGGESTIONS

The following is a list of storybooks used in The Intergenerational Literacy Model Project during the 1986-87 school year. The list is in no way complete or meant to be exclusive. It is a starting point; instructors are constantly on the lookout for new appropriate books.

RANDOM HOUSE, INC.

- The Foot Book by Dr. Seuss
- Yertle the Turkle by Dr. Seuss
- Oh, the Thinks You Can Think by Dr. Seuss
- Happy Birthday to You by Dr. Seuss
- One Fish, Two Fish, Red Fish by Dr. Seuss
- Green Eggs and Ham by Dr. Seuss
- Hop on Pop by Dr. Seuss
- Are You My Mother? by Dr. Seuss
- I Can Read with My Eyes Shut Tight by Dr. Seuss
- Gila Monsters Meet You at the Airport by Sharmat
- Where the Wild Things Are by Sendak
- Annos Counting Book by Mitsumasa Anno
- When the New Baby Comes, I'm Moving Out by M. Alexander
- Grover Goes to School by Dan Elliott
- Grover Learns to Read by Dan Elliott
- The Spooky Old Tree by Berenstains
- He Bear, She Bear by Berenstains
- The Missing Dinosaur Bone by Berenstains
- Old Hat, New Hat by Stan and Jan Berenstains
- The Big Balloon Race by Eleanor Coerr
- Play Ball, Amelia Bedelia by Paish
- Chicken Soup with Rice by Sendak
- Days with Frog and Toad by Arnold Lobel

HARCOURT BRACE JOVANOVICH, INC.

. Night Story by Louis Baum

ALBERT WHITMAN & CO.

. My Mom Can't Read by Muriel Stanek

GREENWILLOW BOOKS

. Georgia Music by Helen V. Griffith

CHILDREN'S BOOK PRESS

. The Legend of Food Mountain by Harriet Rohmer
. My Aunt Otilia' Spirits by Richard Garcia
. The People Shall Continue by Simon J. Ortiz

COUNCIL FOR INDIAN EDUCATION

. Indian Children's Books by Hap Gilliland
. Navajo Children by Nancy Armstrong
. The Hunter and The Ravens by Mary Holthaus
. Veho by Henry Bull and Tom Weist
. Salish Folk Tales by Katheryn Law
. Cheyenne Short Stories, Stories in Two Languages
. Absolaka, Crow Children's Writings
. Bell Highwalking (biography) by Katheryn Weist
. Bill Red Coyote is a Nut by Hap Gilliland
. Coyote's Pow-Wow by Hap Gilliland

- Three Friends by Jeanne Bonnettee and Madge Harrah
- Broken Ice by Hap Gilliland

CHILDREN'S PRESS

- What Kind of Family is This? by Barbara Seuling
- Why are People Different? by Barbara Shook Hazen
- Sports Primers (Set of 4 Books)
- What Was it Before? (Set of 5 Books)
- Feast of Thanksgiving by June Behrens
- Martin Luther King, Jr., The Story of a Dream by June Behrens

MAY'S MUSIC COMPANY

- Luis and Luisa by John and Mary Serfozo
- Afuera by Ruth Jaynes
- Papa es Grande by Ruth and Ed Radlauer
- La Senora Jones es Mi Amiga by Nancy Curry
- Los Cuatro Sombreros de Benny by Ruth and Ed Radlauer

DALE SEYMOUR PUBLICATIONS

- Thinking Visually by Robert McKim
- City Kids by Lorraine Wilson
- Bright Ideas Blank Storybooks (Grades K-6)
- Free Stuff for Kids by the Free Stuff Editors

XIII. DEFINITIONS

bilingual child (learner): a child who is acquiring or has acquired two languages, usually with varying degrees of proficiency

culture: ways of speaking, perceiving, believing, evaluating, and acting

ethnography: a descriptive study in which the researcher attempts to accurately describe and interpret the nature of social discourse among a group of people (Geertz, 1973)

literacy behavior: an observable behavior that exhibits one or more of the components of the literacy development process

literacy development: a developmental process including gestures, speech, make-believe play, drawing, writing and reading

social context: the situational, cultural, and linguistic milieu in which humans interact

infant stimulation: those experiences or activities provided infants by caregiver that foster their healthy development